DOCUMENT RESUME

ED 102 125 88 SP 008 906

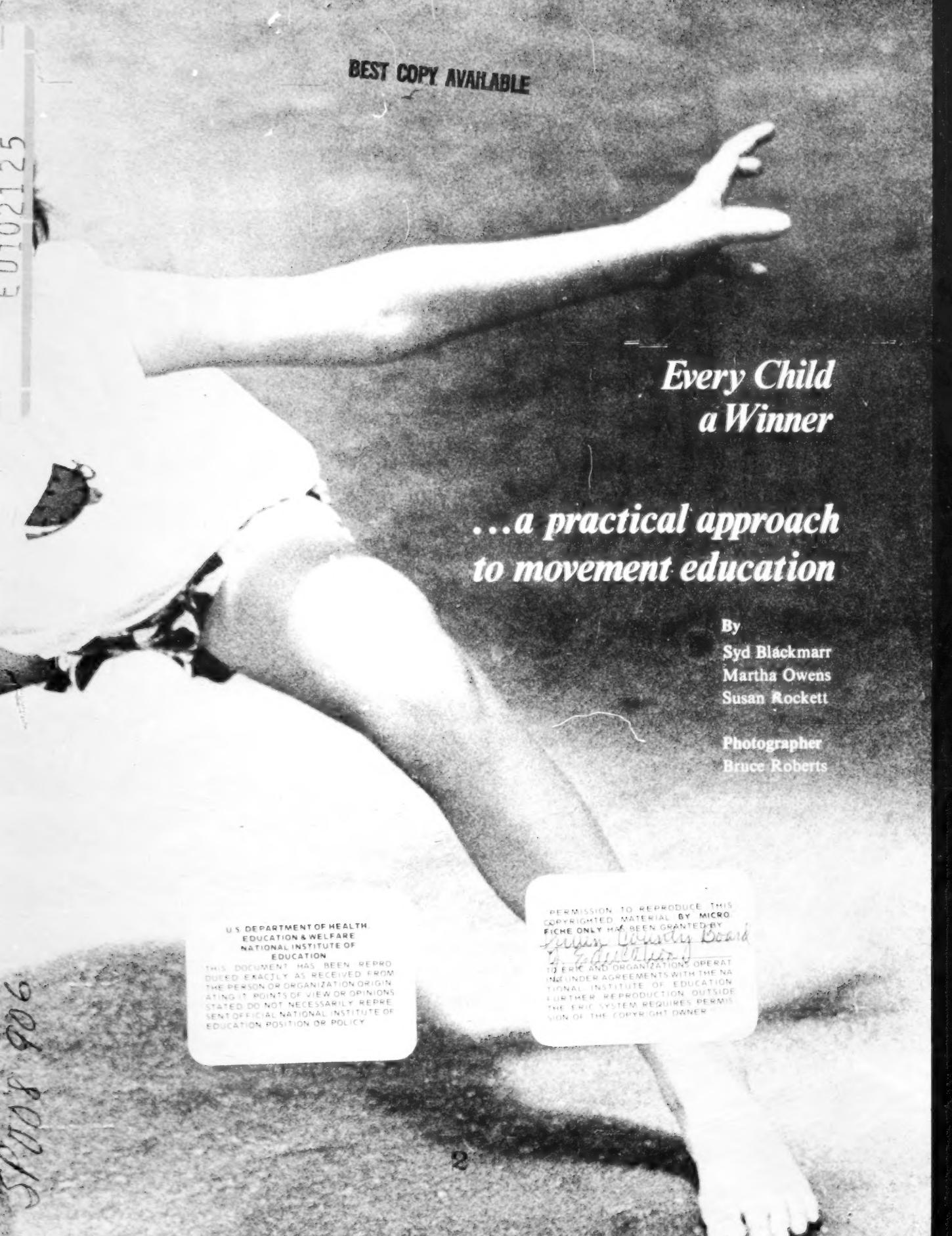
AUTHOR	Blackmarr, Syd; And Others
TITLE	Every Child a Winner . . . A Practical Approach to Movement Education.
INSTITUTION	Irwin County Schools, Ocilla, Ga.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.
PUB DATE	74
NOTE	90p.; For related document, see SP 008907
AVAILABLE FROM	E.C.A.W.--Guide, Box 141, Ocilla, Georgia 31774 ($6.00)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Child Development; *Elementary Grades; *Physical Education; *Program Planning; Teaching Methods
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Movement Education

ABSTRACT

This document is divided into three parts. Part 1 introduces the Health and Optimum Physical Education project and explains that this project operates under the premise that movement education contributes to a child's total development. In part 2 four concepts are identified as the foundation for efficient and effective movement, and the way in which each can be integrated into a movement education program is explained. These four concepts are space awareness, body awareness, quality of movement, and relationships. In planning a program based on these concepts, teachers must assess student needs, establish broad goals to meet those needs, develop a long range planning schedule (so that one area is not overemphasized), and make daily lessons plans. (Sample lesson plans are given). Part 3 deals with teaching methods. Teachers are encouraged to examine all alternatives and choose the one(s) best suited to their goals. Examples in games, gymnastics, and dance are given to demonstrate what processes can be used to achieve objectives. The appendix includes health forms and lists of movement process categories, audiovisuals, and equipment. (PB)

BEST COPY AVAILABLE

ED102125



Every Child a Winner

...a practical approach to movement education

By
Syd Blackmarr
Martha Owens
Susan Rockett

Photographer
Bruce Roberts

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Fulton County Board of Education
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

SP008 906

BEST COPY AVAILABLE

Copyright 1974 Irwin County Board of Education,

All Rights Reserved. This book or parts thereof may not be reproduced in any form without written permission of the Irwin County Board of Education.

BEST COPY AVAILABLE

Contents

Part I
Every Child a Winner

Introduction **14**
How to Use this Book **16**

Part II
Movement Education: Significance and Specifics

Every Child a Winner with Movement **19**
Movement Chart **22**
Planning the Program **25**
Sample Lesson Plans **35**

Part III
Movement Education: Methods and Process

Teaching the Lesson **61**
Games, Gymnastics and Dance—A Process **62**

References

Selected Bibliography **69**

Appendix

Staff **75**
Consultants **76**
Acknowledgements **76**
Movement Terms **77**
Movement Process Categories **79**
Audiovisuals **81**
Equipment List **85**
Forms **88**

BEST COPY AVAILABLE

Part I

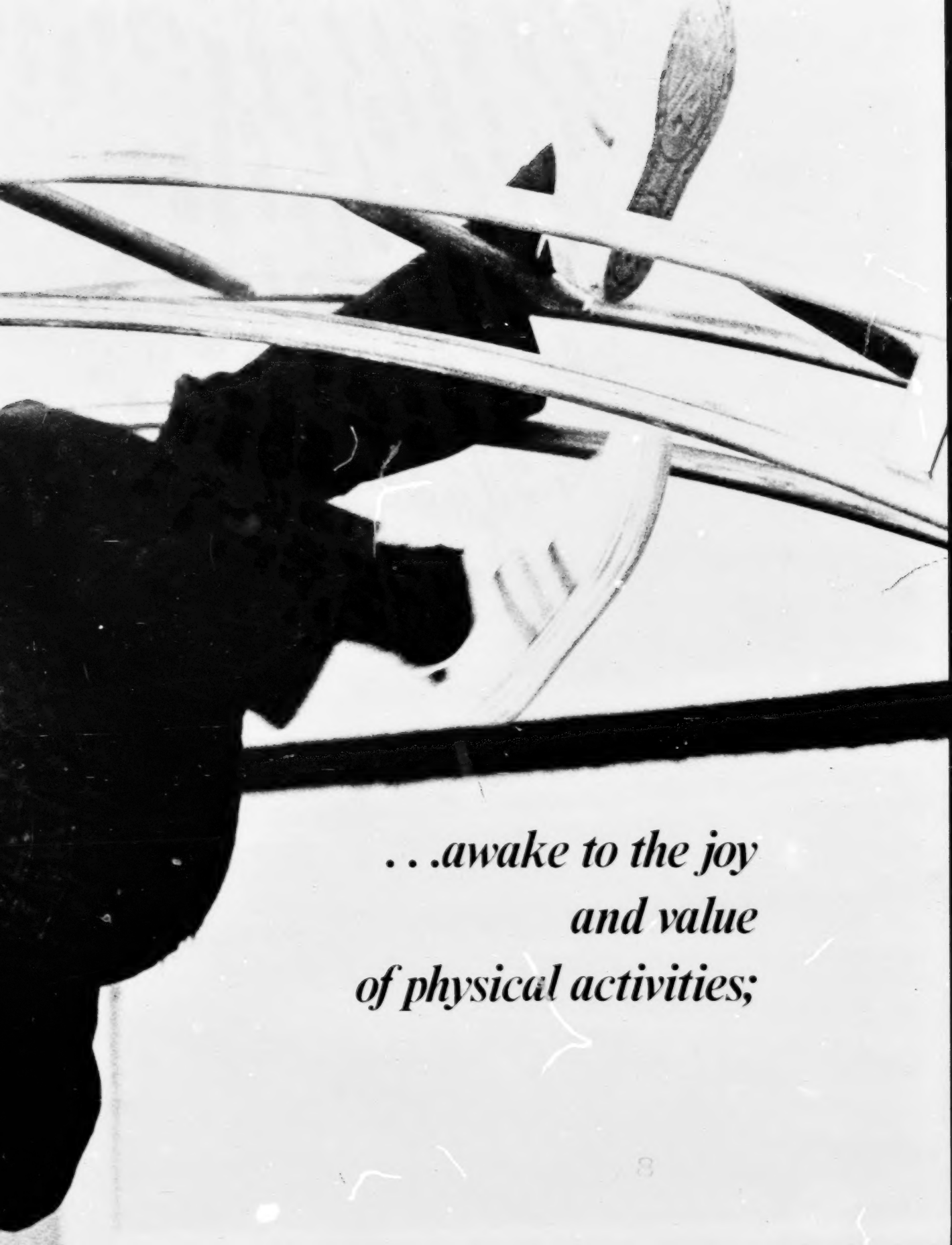
Every child a winner...

BEST COPY AVAILABLE

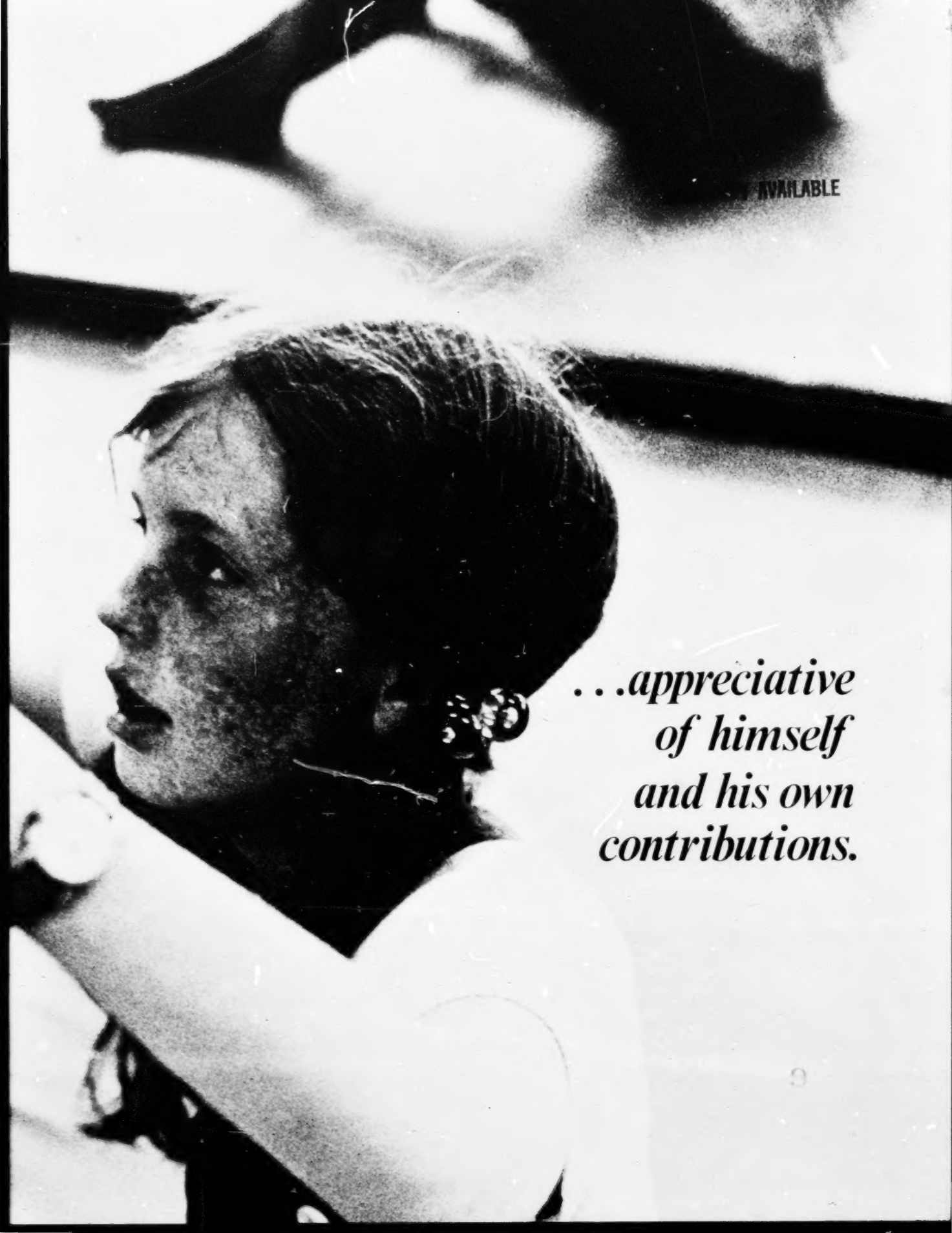
. . .self-directed,
resourceful,
creative;

BEST COPY AVAILABLE

. . .aware of his body and what it can do;



. . .awake to the joy
and value
of physical activities;


AVAILABLE
. . .appreciative
of himself
and his own
contributions.

BEST COPY AVAILABLE

Introduction

Health and Optimum Physical Education was a four-year project funded by the Georgia Department of Education and Title III, Elementary and Secondary Education Act. The original purpose of the project was to design and field test a model program in elementary physical education and health services.The U.S. Office of Education has provided further funding in order that schools nationwide might have an opportunity to adopt the outstanding educational practices designed by Health and Optimum Physical Education.

All endeavors in Health and Optimum Physical Education are based on the project philosophy that every child is a winner when he does *his* best. Incorporated into this philosophy are certain beliefs about how movement education contributes to the total development of a child.

Health and Optimum Physical Education believes that when a child learns to appreciate his body and what it can do, he becomes aware of himself as a unique individual with his own contribution to make to his world. Thus, movement experiences are planned to lead each child to an awareness of his body, how it moves, and where it moves.

Health and Optimum Physical Education believes that when a child is given the opportunity to learn through discovery, he begins to use his mind, his imagination and his body in resourceful, creative expression. Guided discovery and problem-solving experiences encourage a child to assess a problem and devise a solution all his own—leading

BEST COPY AVAILABLE

to accountability for his own decisions, creative responses to challenges and more self-direction in all undertakings.

Health and Optimum Physical Education believes that when a child learns to manage his body, he develops a positive approach toward physical activity which gives meaning to his leisure hours for all the years of his life. Movement experiences are planned to encourage each child to move from his personal starting base to the most refined level of which he is capable. In this way, every child has the opportunity to develop, at his own pace, a broad base of efficient movement, so vital to a positive self-image, sound social development and a life-style of healthful, physical activity.

Health and Optimum Physical Education believes that when a child finds success within the scope of his own movement abilities, he learns to feel good about himself and the world which he inhabits. Emphasis is given to providing success experiences each day to each child. It is not the purpose or ever the intent of this project that any child be embarrassed because he or she is not physically skilled. Every effort is made to help the physically unskilled and the average while at the same time providing a challenge for the gifted child in movement. Competition, then, has a place in Health and Optimum Physical Education, but only when a child is ready, emotionally and physically, for success in competitive activities. As this readiness develops, some modified games, teacher-designed games and child-designed games are introduced. Major emphasis, however, is on competition with self, with every child winning when he does his best.

Health and Optimum Physical Education believes that every child deserves an accountable school experience in movement as well as in any other area of the curriculum. The project plan centers around goals and specific daily objectives. All lessons allow for individual differences and are used only as a means of helping each child reach his personal potential. The project lessons are specifically designed for the children at Irwin Elementary and Irwin Middle School. It is left to the individual teacher to choose goals and objectives based on the needs of the particular children he or she is teaching.

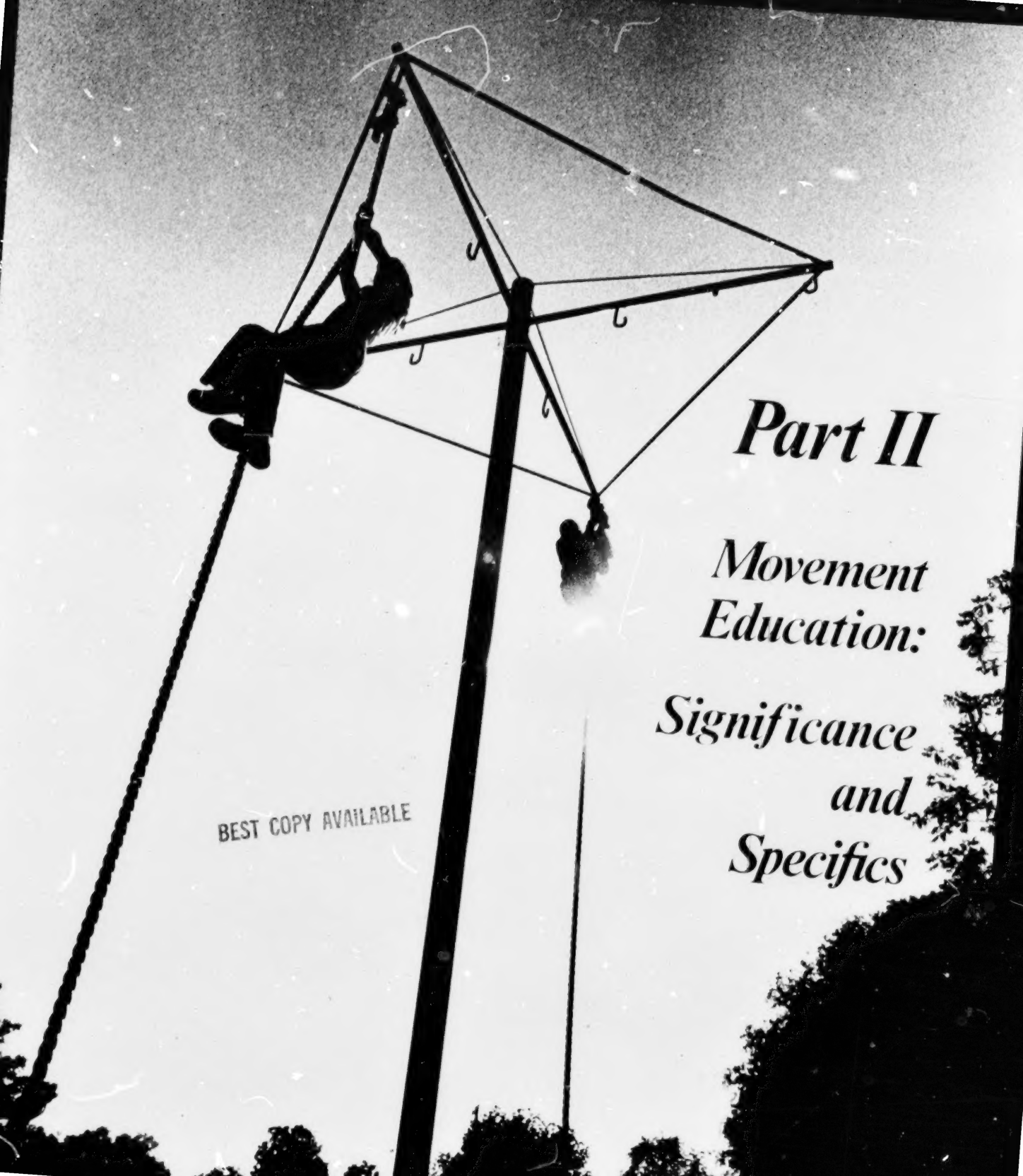
The Health and Optimum Physical Education Plan is shared in the hope that it will hasten the day when every elementary child will have the rewards of a well-planned movement education program.

How to use this book...

Every Child a Winner is designed to assist you in planning your own movement education program for young children. The planning process and program presented here is the one used successfully by Health and Optimum Physical Education in a program for children in grades 1 - 6. It is strongly recommended that you use the guide only as a means for planning your own program and not as an end in itself. Take what you feel is best for the students in your own school, and plan your program based on those specific needs.

Every individual comes to this responsibility with varying levels of training, capability and sensitivity to children. Therefore, you should use this information to plan a program with which you are personally comfortable.

Most important, in planning and implementing your program, you, the teacher, must see that every child meets with success every day. No process, no plan, no program is worth the effort if, in the final analysis, it does not make every child feel good about himself . . . if it does not make "every child a winner."



Part II

Movement Education: Significance and Specifics

BEST COPY AVAILABLE

Every child a winner with movement

Movement is a very personal facet of the individual. It is, therefore, a unique teaching tool. It can provide you, the teacher, with an in-depth understanding of each child, for his movement is an extension and an expression of his feelings, his personality, his reactions to people and situations.

All movement has a specific purpose. Some movement tasks achieve an objective end— as in throwing a ball for distance, jumping for height, swimming for relaxation. Such movement tasks have a practical outcome and are concerned primarily with the transfer and maneuvering of weight, the precision of timing, the mechanics of force. Other movement is expressive, its chief aim being the transmittance of ideas, communication of feeling, interpretation of thought. This kind of movement is more concerned with *how* the body moves; that is, the quality of movement — flow, force, space, time. Although all movement reveals attitude and personality, a child needs to know the difference between moving to *express* and moving to *do* and to come to a workable knowledge of the kinds of movement required for mastery in either case. In the early years, he should be given a wide variety of experiences so that he can discover all movement possibilities and be able to use them for any activity he chooses.

Your movement education program, then, should be carefully planned to help the child come to understand what his body is, how and where his body moves and the relationship of his body and its parts to objects, groups and individuals. This knowledge can prepare the child for many complex and organized movement demands. It can also serve as the springboard to involvement in lifetime sports and recreational pursuits which are vital to effective living in today's world. Learning to express himself through movement can also increase the child's involvement in music, art, dance and literature.

To help you understand and plan your own movement education program, Health and Optimum Physical Education has compiled a Movement Chart, based on the original themes of human movement developed by Rudolf Laban.* All lessons in this project have centered around the concepts on this chart. The project staff believes these are the foundation for efficient and effective movement and identifies them as

- Space awareness
- Body awareness
- Quality of movement
- Relationships

Each concept is examined in depth. The Movement Chart follows, defining the components of each concept. You as a teacher must develop your own teaching progression using the concepts from the chart.

SPACE AWARENESS

Space Awareness is workable knowledge about the area in which movement takes place. A

*26

BEST COPY AVAILABLE

child needs to be aware of how much space he needs for his chosen movement task and how his movement affects others about him or is related to objects in his environment. As he learns to move in space in directions, pathways and levels, he learns to make accurate judgments about his movements which help him function efficiently in many areas — games, gymnastics, dance, athletics and daily life activities. From the teacher's viewpoint, space awareness is an excellent organizational tool as children quickly learn to move from personal to general space, and vice versa, eliminating disruption and disorganization and emphasizing self-direction.

BODY AWARENESS

A child's awareness of his body begins with his simple recognition of the various body parts and progresses to an understanding of how these parts function separately and together to achieve control of movement tasks. He learns that each body part has a role in balancing, leading and the transfer of weight. He discovers that his body is capable of many movements — stretching, curling, twisting, turning. He learns that his body can make many shapes — round, curled or twisted. He understands how the basic movements his body makes — walking, running, sliding, kicking, throwing, pushing — help him accomplish given movement tasks. This expanding knowledge of his body and what it can do aids him in becoming efficient and precise in all movement.

QUALITY OF MOVEMENT

In order to become skilled in movement, a child must learn to use effectively the four

basic qualities which are included in every movement in varying degree. These four qualities are time, force, space and flow.

Time

Some movements require a quick, urgent, sharp quality. Others are more sustained (slow or prolonged). The speed of a movement, or the time it requires, is determined by the particular movement task. Jumping, for example, might require quick, sharp timing; whereas moving the body into a balanced position usually requires slow, prolonged timing. A child's understanding of this quality will help him achieve control and precision.

Force

A child must come to understand the amount of strength required for particular movements if he is to control them. When light movement is required as in a badminton hair pin shot, force may be weak. When strong movement is needed as in striking a ball for distance with an implement, or when moving the body over an object, greater force or strength is required. Knowledge of the effect of force on his movements is essential if a child is to become an efficient mover.

Space

Some movements require a large amount of space; others are more economical in their use of space. Those movements which are direct or straight require less space. Such movements are the most efficient and the quickest. A flexible, round-about kind of movement uses up more space. Knowledge about the amount of space needed for particular movements is especially important in dance or expressive movement and in the area of gymnastics. It has obvious value also in group or game situations.

Flow

This quality refers to the sequence of actions and the transition from one position to another. There are movement sequences which are carried out with a great deal of freedom of movement and are easy-going and fluid (free flow). In other movement sequences, there is more restriction and control, with the stopping point coming easily at any point (bound flow). As the child becomes aware of these two extremes and learns to use them appropriately, his movements become rhythmical, fluid and unified.

RELATIONSHIPS

In order for a child to function at his most efficient level, he must understand how his body or its parts relate in movement to each other, other individuals, objects or groups. The child becomes more proficient and precise as he learns to work within the changes which occur when moving alone or with others (mirroring, shadowing, in unison or contrast); when moving with (alongside, behind, beneath) groups and individuals; and when moving (under, over, beneath, alongside) objects.

BEST COPY AVAILABLE

Movement chart

SPACE AWARENESS

GENERAL SPACE

PERSONAL SPACE

Ways The Body Uses Space

Directions	Levels	Pathways	Ranges
forward	high	straight	large
backward	medium	curved	medium
sideways	low	zigzag	small
left			
right			
up			
down			

BODY AWARENESS

What The Body Is

Body parts

- head, neck
- arms, legs
- trunk, hands, feet, etc

Body surfaces

- front
- back
- sides

What The Body Does

What the body parts can do

- support
- lead
- transfer weight

What shapes the body can make

- round, curled
- straight, long
- narrow, stretched
- symmetrical, asymmetrical

Basic Movements The Body Can Make

Locomotor	Manipulative	Non-locomotor	Maneuver weight
walk, run	kick	bend, stretch	push, pull
jump, hop	strike	curl, twist	lift, carry
leap, gallop	throw	turn, swing	resist, receive
skip, slide	catch	sway	support, initiate transfer

BEST COPY AVAILABLE

QUALITY OF BODY MOVEMENT

How The Body Moves

In Time	With Force	In Space	With Flow
fast	strong-weak	direct	bound
slow	heavy-light	flexible	free
accelerating	relaxed		sequential
decelerating	created-absorbed		continuous
			broken

RELATIONSHIPS

Relationship of The Body To Objects, Individuals, Groups

	near
	far
	meeting
	parting
	surrounding
Body parts to body parts	above
Individuals to groups	beneath
Body parts to objects	alongside
	in front of
Groups to objects	behind
	across
	leading
	following
	mirroring
	shadowing
	unison
	contrast

Planning the program

The concepts on the preceding pages should be the broad goals on which your program is based. If it is to be a vital and integral part of the total education of a child, it should be planned to take into consideration the positive individual needs of the children you are teaching. It must revolve around carefully selected goals, objectives aimed at making specific changes and based on the identified needs of your own children. In short, movement education, if it is to perform its vital function in the total education of children, must be accountable.

Accountability, in plain terms and in reality, means being responsible in your planning, being willing to measure the results and remaining flexible enough to alter your planning, if necessary, to meet the needs of each child.

While accountability techniques might seem too structured to be compatible with movement education, you will find that if you make careful use of evaluation on a daily and long range basis, accountability procedures are invaluable tools for providing continuous success experiences for each child.

The Health and Optimum Physical Education model for program planning consists of four steps.

- Needs assessment
- Establishment of goals
- Long range planning
- Accountable lesson plans

Each step is discussed in detail.

NEEDS ASSESSMENT

The first step in your program planning is to evaluate your own children. Several assessment tools were used in Health and Optimum Physical Education.

- Teacher-designed evaluations
- Fitness tests
- Health appraisals and the school testing program

Teacher-designed Evaluations

This evaluation can be individualized and tailored to your own children. The Movement Chart was devised to meet the needs of the children in Health and Optimum Physical Education, many of whom were found to be low in fitness, motor skills and self-concept. You might use this chart as an assessment tool for your own children by

- Selecting areas which you feel are significant for your students.
- Devising lessons which will allow you to assess the children's level of proficiency in the selected areas.
- Writing a series of lessons based on these assessments which will meet the needs of your children.

Using this format for assessment, you will have continuous opportunity to diagnose your students and recycle your lessons based on your findings.

Fitness Tests

The Washington State Elementary Fitness Test* for grades one-three and the AAHPER Youth Fitness Test** for grades four-eight are used by Health and Optimum Physical Education to provide added incentive and to help assess student needs. These tests serve only to augment the evaluation set up in the daily lesson plans. It is strongly recommended that they be used only as an addition to other assessment tools and that no student grade be affected by their outcome.

Health Appraisals and Other School Evaluations

A health appraisal made by the school nurse, a physical examination four times during the school career (K-12) by a physician, plus other evaluations made by the school should also be considered in your program planning. For example, if academic testing shows your children to be underachievers, you might devise ways to reinforce certain academic concepts in your movement education program. (See Part III, Games).

ESTABLISHMENT OF GOALS

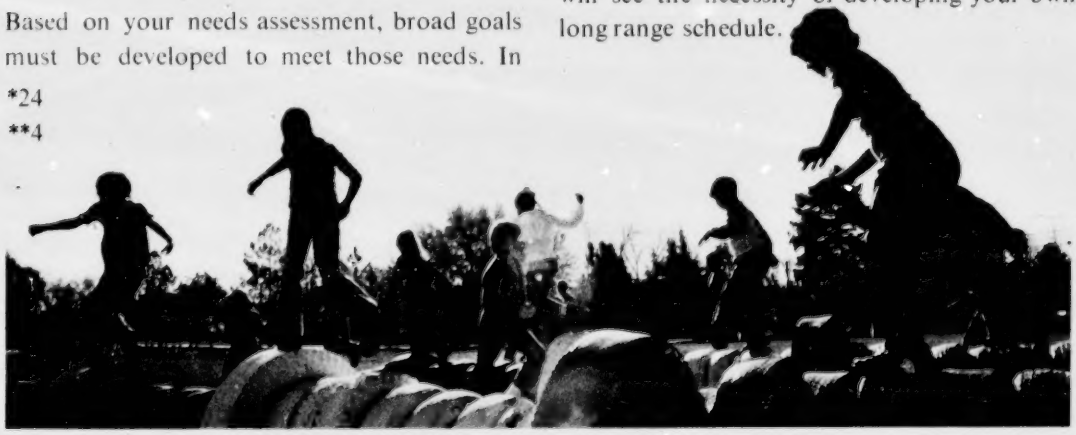
Based on your needs assessment, broad goals must be developed to meet those needs. In Health and Optimum Physical Education, the concepts of Space Awareness, Body Awareness, Quality of Movement and Relationships served as the broad goals of the project program.

LONG RANGE PLANNING

While all areas of the Movement Chart are interrelated and major emphasis should be placed where children need help most, long range planning will help you to avoid over-emphasizing any one area for too long a time period. This is very important, for children need experience in all movement areas. Long range planning need not be confining if you continually evaluate and remain flexible.

To make a long range planning schedule, select the Movement Chart concepts you desire and set aside the total number of school days you want to spend on each concept. Remember, this is subject to change, depending on the pace the children set for themselves as they learn. An example of a long range schedule for grade four in Irwin Middle School follows. The project staff urges you to use this schedule only as a sample. It is useless unless it fits the developmental needs of your children. As you gain in experience, you will see the necessity of developing your own long range schedule.

*24
**4



BEST COPY AVAILABLE

YEARLY SCHEDULE GRADE FOUR • IRWIN MIDDLE SCHOOL

DATE	CONCEPT
Aug. 30-31	Orientation
Sept. 4-7	Orientation: Equipment Safety
Sept. 10-14	**Space Awareness**
Program Area – Gymnastics	(1) Where the body moves in general and personal space (2) Ways the body uses space Directions: forward – backward – right – left – up – down – sidewards
Sept. 17-28	**Quality of Body Movement**
Program Area – Games	(1) How the body moves with force: strong – weak (2) How the body moves in general and personal space Levels: high – medium – low **Body Awareness** (3) Basic movements the body can make Manipulative: throwing – catching
Oct. 1-12	**Body Awareness**
Program Area – Games	(1) Basic movements the body can make Manipulative: Striking
Oct. 15-26	**Space Awareness**
Program Area – Dance	(1) How the body moves in general and personal space Directions: forward – backward – sideward – left – right – up – down **Body Awareness** (2) Basic movements the body can make Locomotor: jumping – running – walking – hopping **Quality of Body Movement** (3) How the body moves with force: strong – weak – heavy – light
Oct. 29-Nov. 9	**Body Awareness**
Program Area – Games	(1) Basic movements the body can make Manipulative: kick

DATE	CONCEPT
	Space Awareness
	(2) How the body moves in general and personal space Pathways: straight – curved – zigzag
Nov. 12-23	**Body Awareness**
Program Area – Dance	(1) Basic movements the body can make Non-locomotor: swing – sway
	(2) What the body is Body parts
	Space Awareness
	(3) How the body moves in general and personal space Ranges: large – medium – small
Nov. 26-Dec. 14	**Body Awareness**
Program Area – Gymnastics	(1) Basic movements the body can make Non-locomotor: curl – twist – stretch – turn
	(2) What the body is Body surfaces: front – back – sides
	(3) Basic movements the body can make Locomotor:
	leap – gallop – skip – walk – run
	Body Awareness
	(4) What the body does What body parts can do: support – lead – transfer weight
	(5) Basic movements the body can make Maneuver weight: push – pull – lift – carry – resist – receive – support – initiate
	Relationships
	(6) Relationship of the body to objects, individuals, groups Body parts to body parts: near – far
Dec. 17-21	**Body Awareness**
Program Area – Games	(1) Basic movements the body can make Non-locomotor: bend – stretch – curl – twist – sway – sway
	(2) Basic movements body can make Manipulative: strike

DATE	CONCEPT
Dec. 21-Jan. 1	**Christmas Holidays**
Jan. 2-11	**Quality of Body Movement**
Program Area – Dance	(1) How the body moves With flow: bound – sequential – broken – free – continuous
	(2) How the body moves in general and personal space Levels: high – medium – low
Jan. 14-25	**Relationships**
Program Area – Games	(1) Relationship of the body to objects, individuals, groups Individuals to groups: meeting – parting – surrounding
	Body Awareness
	(2) Basic movements the body can make Manipulative: throw – catch – strike
Jan. 28-Feb. 1	**Free days to be used as needed during the year**

DATE	CONCEPT
Feb. 4-15	**Body Awareness**
Program Area – Gymnastics	(1) What the body does What shapes the body can make: round – curled – straight – long – symmetrical – asymmetrical – stretched – narrow
Feb. 18-Mar. 1	**Relationships**
Program Area – Games	(1) Relationship of the body to objects, individuals, groups Body parts to objects: above – beneath – alongside – in front of
	Body Awareness
	(2) Basic movements the body makes Manipulative: kick
Mar. 4-15	**Quality of Body Movement**
Program Area – Gymnastics	(1) How the body moves With force: heavy – light
Mar. 18-29	**Relationships**
Program Area – Dance	(1) Relationship of the body to objects, individuals, groups

DATE	CONCEPT
	Groups to objects: behind – following – unison – contrast – across – mirroring – leading – shadowing
April 1-12	**Body Awareness**
Program Area – Games	(1) Basic movements the body can make Manipulative: throw – catch

DATE	CONCEPT
April 15-26	**FITNESS TESTING**
May 1-14	**Space Awareness**
Program Area – Dance	(1) How the body moves in general and personal space directions – levels – pathways
May 15-31	**Free days to use during year as needed**

LESSON PLANNING

Daily lesson plans are a major step in achieving the specific positive changes you are seeking in children. The following steps, based on the Movement Chart, are suggested in the development of lessons.

- What concept do you wish to teach?

Select a concept from the Movement Chart.

Example
Space Awareness (personal/general space)

- What changes in the children do you expect this lesson to make?

Write your performance objective, keeping in mind these elements.

Who gets the action?

What behavior is desired?

What is the subject?

How will behavior be measured?

How much time is alloted or what are the necessary prerequisites for bringing about the desired behavior?

What is the expected proficiency level?*

You might also want to use the Movement Process Categories developed by Dr. Ann Jewett and others at the University of Wisconsin in writing your performance objective. This information is reprinted by permission in the Appendix.

Example of a performance objective

A child at the completion of two lessons in movement education will understand where the body moves in general and personal space as evidenced by the ability to explore personal space using different body parts and travel in general space freely without touching anyone.

*15

- What will you do to make these changes?

Select a process (Teacher-designed game, child-designed game, movement problem . . .)

Example of a movement problem
"Show me how many ways you can bounce your ball without moving out of your personal space."

In the project program, first lessons in movement utilize the guided discovery technique. Movement questions are designed to lead the child to the desired response. As children begin to increase their understanding of the movement concepts, more open-ended movement questions are posed, allowing for a wider range of responses and even greater flexibility.

Please refer to part III for a discussion of teaching methods and process selection.

- What materials or equipment will you need?

Example
Classroom or playing field
One ball per child

Notice that equipment is listed last. Your program should not be built around equipment, but rather around the needs of your children. Each child should have the necessary equipment, appropriate in size and weight. (Detailed plans for making economical movement education equipment may be found in *Every Child a Winner with Improvised Physical Education Equipment.**

*19

- Did you make the desired changes in your children?

BEST COPY AVAILABLE

If not, why not?

Were your movement questions posed in such a way to allow for various levels of ability?

Did you move constantly among the children, eliciting movement responses from each child as necessary?

Was your proficiency level too high? Too low?

Evaluate and recycle if necessary.

If you see that you did not make the desired changes it may be necessary to restate your objective and tailor your process more accurately to meet the individual needs of your children.

The evaluation portion of your lesson focuses attention on you, the teacher. It is a reflection of your personal dedication to your chosen objectives and at the same time an opportunity for honest assessment of your technique, involvement and concern. Use evaluation to move yourself and your children to the highest level of which both are capable.

Lesson plans

The following lesson plans are examples of the lessons used in Project Health and Optimum Physical Education for grades one-six. You are urged to use them only as a guide in developing your own plans, which must be designed to meet the specific needs of the children you are teaching. Several points should be considered as you study these plans.

Note that the specific number of lessons required to reach the objective is blank. This will depend upon the particular level and needs of your children. You may spend several consecutive days on an objective, if necessary, or return to an objective at specified times during the year for reinforcement or refinement.

These lessons were planned for a ratio of one teacher to every 30 children. Equipment, when required, should be provided for each child.

Evaluation is an integral and vital part of every lesson. It should involve both evaluation of yourself as teacher and of the children's reaction to and attainment of the objective. Conscientious evaluation should follow each lesson, and all future lessons should be based on your findings.

SAMPLE LESSON PLAN

Grade

One

Movement Chart Goal

Body Awareness: What the body is (body parts)

Objective

A child at the completion of_____lessons in Movement Education will know where the body parts are located as evidenced by the ability to

- touch the named body parts with an object in response to verbal clues.
- move the named body parts in response to teacher questions.
- touch identified parts together.

Materials

Red or yellow yarn ball per child
Tires placed well apart about area
Hoops, ropes or other small equipment

Process

"Show me how you can point to your head . . . face . . . arms . . . hands . . . legs . . . feet . . . chest . . . stomach . . . back . . . shoulders . . .

"Now close your eyes and touch the same body parts: head . . . face . . . arms . . . hands. . . legs . . . feet . . . chest . . . stomach . . . back . . . shoulders . . .

"When I give the drum signal, get a yarn ball, come back to your personal space, and touch your arm with it. Ready? (Drum) Touch your head . . . face . . . arms . . . hands . . . legs . . . feet . . . chest . . . stomach . . . back . . . shoulders.

"Close your eyes and touch your yarn ball to the body parts I name. Head . . . face . . . arms . . . hands . . . legs . . . feet . . . chest . . . stomach . . . back . . . shoulders.

"Take your yarn ball back to its place and move quietly back to your personal space. This time I would like you to move the body part I name: head . . . face . . . arms . . . hands . . . legs. . . feet . . . chest . . . stomach . . . back . . . shoulders . . .

"Can you move your head very slowly in any direction? Move your hands very quickly. Be sure to move only your hands. Now move your legs very slowly. Now just your feet. Move your shoulders. Can you make your face move? What about your chest? What makes your chest move in and out? Our lungs are in our chest. What makes your stomach move in and out? Now, move your back.

"This time, we will touch one body part to another. Touch one hand to another hand, your hand to your head, arm to your shoulder, hand to your back, feet to your hands. Can you find a way to let your feet touch your back? Your head touch your shoulders? Can you touch your head to your chest? Legs touch your hands . . . face touch your arms?

"Now, show me how you can touch your body parts to special places in personal and general space. Touch the ground with your

hands. Touch a piece of equipment with your legs. Touch your back with something soft. What is soft? Touch your chest to the floor. Touch your shoulders to the ground. Touch your shoulders to a tire. Touch your back to a friend's back. Touch a hoop with your head. Touch your face to a yarn ball." Continue to add body parts, change equipment and tasks until all body parts are learned.

SAMPLE LESSON PLAN

Grade

One

Movement Chart Goal

Quality of Body Movement: How the body moves with force (strong-weak)

Objective

A child at the completion of_____lessons in Movement Education will understand how the body can move with strong and weak force as evidenced by the ability to

- travel in general space making strong movements with different body parts.
- use strong force to move the body quickly.
- make movements using weak force.

Materials

None needed

Process

"How many of you know someone who is very strong? What makes them strong? (Discuss muscles) Pretend that you are picking up a very heavy log. Do you have to be weak or strong to pick up your log? (Strong) Pretend you have to pick up your log using only one arm. Feel the muscles in that arm. Are they hard or soft? (Hard) Now, pretend there are no muscles in your arms. Let them hang very loosely by your side. Feel some of your muscles in your arm. Are the muscles hard or soft? (Soft) Now, pretend your arms are strong and hard . . . now soft and relaxed . . . You can control the amount of force your muscles make.

"On the signal travel into general space making strong forceful movements with your arms and legs. Start. How many different ways can you travel using forceful movements? Make the muscles of your legs hard as you push off the ground. Stop.

"Which muscles get your body off the ground into a high level? (Leg muscles) Are they hard when you push off the ground? . . . On the signal, let your leg muscles move you off the ground . . . Are they hard? Stop. Now, sit down and hold your feet up in the air. Feel the muscles on the back of your legs. Are they hard or soft? (Soft) . . . Now stand up and balance on the front part of your feet. Feel the muscles in your legs. Are they hard or soft? (Hard)

"On the signal, show me how quickly you can travel from your space to another space . . . Start . . . Stop. Did you use a lot of force when you moved quickly to your new space? (Yes) Your leg muscles must be strong and

you must use strong force to get a quick start. On the signal, show me how strong your legs are by starting very quickly. Start . . . Stop.

"Now move your arms with strong, direct movements . . . Start . . . Stop."

SAMPLE LESSON PLAN

Grade

One

Movement Chart Goal

Space Awareness: General and personal space

Objective

A child at the completion of _____lessons in Movement Education will understand where the body moves in general and personal space as evidenced by the ability to

- explore personal space using different body parts.
- travel in general space freely without touching another person.

Materials

Work area

Process

"When you find a new place to play, you want to find out all about it. Today, we will explore our personal space. Find a space on the floor to stand. Now reach out very slowly. Can you touch a neighbor? If you can, move until you find a space where you can hear my voice, and where you are not touching anyone. Check in front of you, and behind you and on both sides. Now you are in your personal space. Let's find out some things about it. On the start signal, sit down and move one arm and hand around you as many places as you can, keeping your seat in the same place. Start . . . Stop.

"Now, move your head as many places as you can in your personal space on the start signal. Start . . . Stop On the signal, show me how many places you can move one body part in your personal space. Start . . . now two . . . three . . . four . . . five . . . as many as you can. Stop.

"How can you make your personal space higher? . . . Yes, you can stand up. How high up does your personal space go? How wide is your personal space? Explore all your space to the right and to the left of you . . . both sides. If you stretch or reach out, what happens? How much personal space do you have in front of you? On the signal, place your hands on the floor as your base. (Signal) What is base? Using the floor as your base, see how many places you can move other body parts while you keep your hands on the base.

"Now let's explore general space. Look around you . . . All the space you see is general space. On the signal, move through general space very slowly without bumping into anyone or touching anyone. Start. Move in a

different direction. Have you been to all the places in general space? The center . . . the corners . . . try to move through every place in general space. Move in as many different ways as you can think of . . . walk . . . run . . . hop . . . jump . . . Stop. Remember not to touch or bump into anyone as you travel through general space."

Have children find a personal space to end lesson.

SAMPLE LESSON PLAN

Grade

One

Movement Chart Goal

Relationships: Individuals to objects (over-under)

Objective

A child at the completion of_____lessons in Movement Education will understand the concept of over and under as evidenced by the ability to

- move through the Challenge Course* going over and under the appa atus.
- move over or under different pieces of equipment.

Materials

Challenge Course*, plus wands, hoops, mats, ropes, chairs, drum

Process

"Today we will talk about and explore the idea of over and under. This is a uni-ladder. Do you go under or over the uni-ladder? Yes, we go under. Show me how you can go from one end to the other using your hands and feet. Very good!

"Explore getting from one side of the scaling wall to the other. Did you go over or under the scaling wall? Yes, you went over. Why couldn't we go under the wall?

"Now show me all the different ways you can go over or under the tires . . . Very good . . . Can you think of another way?

"Now move to the fence. Do you go over or under the fence? Over . . . show me how you can go over the fence.

"The telephone poles are next. How do you go from one end to the other? Yes, we walk . . . Do we walk over or under? Over . . . Show me how you can walk over the telephone poles.

"Now, move over the hills, over the tires, and over the tire run.

"At the signal, get a piece of equipment and explore all the ways you can go over your equipment and under it. Can you place one body part on top of your equipment and one body part under it? Place two body parts on top and two underneath . . . Three over and two under.

"Show me how you can make your piece of equipment go over and under you. Yes, some of you are jumping rope. Is the rope going over your head? Is it going under your feet?

*19

BEST COPY AVAILABLE

SAMPLE LESSON PLAN

Grade

Two

Movement Chart Goal

Quality of Body Movement: How the body moves in time (fast-slow)

Objective

A child at the completion of_____lessons in Movement Education will understand how the body moves in time (fast-slow) and will evidence this understanding by

- moving his body fast or slowly in response to movement questions.

Materials

Drum for signaling

Process

"Show me how fast you can move away from the ground. As soon as your feet touch the ground, can you make them leave it again? Can your moves develop into fast jumps that let you travel over the ground?

"Show me how slowly you can sit down on the ground. Using different body parts, explore making fast motions away from the ground.

"Now, at the sound of the drum, make a fast movement, and at the second sound, move slowly. Ready . . . (Drum)

"Can you curl your legs very tightly toward your body and then straighten them out fast? . . . Touch your hands together fast and then draw them apart slowly?

"On the drum signal, can you move your upper body very fast and stop when you hear the drum? . . . (Drum) . . . Let's do it again. This time, see if you can move all of your body parts very fast. Ready . . .(Drum) . . . Begin . . . Stop.

"Now, try moving as slowly as you can. Ready . . .(Drum) . . . Can you transfer your weight from your feet to another body part very fast? . . .(Drum) . . . Now, can you do the same thing very slowly? . . . (Drum) . . . Now, show me how you can change directions as you move very slowly. Can you change levels?

"Now, can you decide for yourself if you will move fast, slow or alternate (first one way, then the other) the way you move? Very good. Some of you are moving fast . . . some slowly. Change whenever you like. Try not to move at a medium tempo . . . Only very fast or very slow.

"With a partner . . . or by yourself . . . can you make up a dance using slow and fast moves?"

SAMPLE LESSON PLAN

Grade

Two

Movement Chart Goal

Space Awareness: Ways the body uses space: pathways (straight, curved, zigzag)

Objective

A child at the completion of_____lessons in Movement Education will move from perceiving to refining in his ability to move the body through straight, curved, zigzag pathways as evidenced by the ability to

- recognize pathways.
- demonstrate pathways.
- utilize pathways to answer movement tasks.
- solve more complex tasks as presented.

Materials

A variety of ropes,
hoops, wands, tires, etc. . . .

Process

"Can you walk forward very slowly in a straight pathway? Walk backward? How about walking sidewards? Very good.

"Show me how you can run slowly in a straight pathway . . . What happens if you meet someone? You must wait until he passes. Pretend you are a car. Travel in a straight pathway. Stop if you meet someone and allow her to pass. You are moving well.

"Show me how many pathways you can make as you move through the obstacle course . . . *

"Walk in different pathways changing levels as you travel . . . Some of you are on your tip toes and in a high level . . . Others are in a very low level.

"Now . . . find a piece of equipment you want to work with . . . You may choose a partner or work alone with your equipment *19

. . . Show me how you can roll your equipment to make imaginary pathways . . . Very good . . . Some of you are rolling your tires in a straight pathway . . . John is rolling his in a zigzag pathway . . ."

After 15 minutes, suggest that children take any equipment or materials they like, form groups or take a partner, and design their own game using pathways . . . visit as many games in progress as you can and encourage the children.

SAMPLE LESSON PLAN

Grade

Two

Movement Chart Goal

Relationships: Body parts to body parts and body parts to objects (near—far)

Objective

A child at the completion of_____lessons in Movement Education will understand how his body parts can be near or far as evidenced by the ability to

- place different body parts near one another.
- place different body parts far away from each other.

Materials

Yarn balls for each child

Process

"Today you're going to learn how your body parts can be near each other and far away from each other. Move your hand near your foot . . . Move one foot near your other foot. Don't let them touch each other. When we are near something, it means we are very close to it, but not touching. Move your fingers near your knees . . . One arm near your other arm . . . Now show me how you can move your hands far away from your head . . . Stop . . . Move your feet far apart from each other.

"Now move your hands as far away from your feet as you can.

"Now, let's move using both near and far. Move one hand near another hand . . . Now, move that same hand far away from the other hand . . . Place your feet near each other . . .

"Now, move them far away from each other.

"On the signal (Drum or verbal) get a yarn ball. Take it to your personal space, and place it on the ground in front of you. Place your feet very near your ball . . . Walk around your ball with your feet near it. Place one body part near the ball and one far away from it. Place as many body parts near it as you can . . .

"Now, staying within your working area, move all your body parts as far away from your yarn ball as you can . . . Move your yarn ball near someone else's yarn ball . . . Now move them far away from each other.

Stop. On the signal, take your yarn ball back where you found it . . . Return to your room."

SAMPLE LESSON PLAN

Grade

Two

Movement Chart Goal

Body Awareness: Basic movements the body can make: maneuver weight (transfer)

Objective

A child at the completion of_____lessons in Movement Education will understand what body parts do when transferring weight as evidenced by the ability to

- transfer weight from one part of his body to the same part.
- transfer weight from one part of his body to another body part in succession.

Materials

Obstacles to jump over, to get in and out of, on and off, to use for going from side to side

Wands, ropes, hoops, low table, chairs, Whittle equipment, Lind Climber

Process

"When you are standing still, what supports your weight? Yes, your feet. When you travel? (Walk-Run) . . . What happens to your weight? You move or transfer your weight from one body part to another.

"What are the different ways you can travel and transfer your weight from one body part to another? Yes, you can walk, run.

"What is another way you can transfer weight from one foot to the other? You can skip! Show me how you can transfer your weight by skipping. Is there another way you can transfer your weight and travel? Yes—you can leap. Leap around general space . . . Now, gallop. Are you transferring your weight when you gallop? How are you transferring weight?

"Show me some other ways you can travel through general space transferring your weight from one foot to the other. You have been transferring your weight from one foot to the other . . . Now, travel through general space by transferring your body weight from your feet to a different body part. Use your hands this time. Show me how you can travel through general space and transfer your weight from your feet to your hands, then to your feet—then back to your hands.

"Now, travel through general space, transferring your weight to different body parts as you travel.

"You have been using many different body parts to transfer weight . . . There are other ways you can move or transfer your weight from one place to another. Do you know how? Yes, you can roll. What about gripping and releasing alternately with your hands. Show me all the different ways you can travel by transferring weight from one body part to another. Now transfer all of your weight at one time as you travel."

SAMPLE LESSON PLAN

Grade

Three

Movement Chart Goal

Body Awareness: Basic movements the body can make: maneuver weight (support)

Objective

A child at the completion of_____lessons in Movement Education will understand how weight can be received on and supported by a number of different body parts as evidenced by the ability to

- support weight on matching parts of the body.
- link traveling and stopping with reference to weight support.
- use dissimilar parts of the body to form asymmetrical bases.
- support body weight on a specific number of body parts.

Materials

Mats, Whittle equipment, giant ladder, ladder, parallel bars, chinning bars

Process

"Today you are going to support your body weight on different body parts. What is your body weight? Start at your head and name as many body parts as you can think of. Now, on the signal, show me how you can support all of your body weight on different body parts. (Start signal) Change to other body parts . . . Change again . . . Change one more time. Try to use all the body parts we named . . . (Stop signal)

"This time, support your weight on dissimilar body parts when you hear the start signal. (Start signal) Show me how you can use two dissimilar body parts to support your weight . . . Three . . . four . . . five . . . six . . .

"On the signal, support your weight on any two body parts. Explore moving your free body parts in as many different ways as you can think of. Start. Very good . . . Some of you are twisting . . . some curling . . . Can you stretch your free body parts? Can you combine two movements with your free body parts? John, I see you are supporting your weight on matching body parts . . . your hands . . . and stretching your feet . . .

"On the signal, show me how many different ways you can go from one end of your mat to the other, supporting your weight on two dissimilar body parts. (Start signal) Very good. Alice, you are supporting weight on your hands . . . See if you can stretch your legs as you travel. (Stop signal)

"On the start signal, travel from one end of the equipment to the other, using matching body parts to support your weight . . . Start . . . Stop. Now use dissimilar body parts to support your weight as you move from one end of the equipment to the other . . . Start . . . Stop . . .

Talk with children about equipment found in the Health and Optimum Physical Education Challenge Course.* Discuss which body parts are used to support weight when traveling course.

*19

SAMPLE LESSON PLAN

Grade

Three

Movement Chart Goal

Space Awareness: Ways the body uses space: directions (forward, backward, sideward, left, right, up, down)

Objective

A child at the completion of_____ lessons in Movement Education will understand how the body moves in different directions in general and personal space as evidenced by the ability to

- move the entire body or different body parts, in a forward, backward, sideward, upward or downward direction.

Materials

Yarn balls, ropes, hoops, wands

Process

"Today we will explore all the ways we can move in different directions. On the signal, show me how you can move very slowly through general space . . . Try not to bump anyone . . . Start . . . Are you moving in a forward direction only, or are you changing? Show me in how many different directions you can move . . . Have you tried a backward direction? What about sideward? What are two other directions? I'll give you a clue. A rocket ship travels in one of these directions . . . Yes, it is up . . . Show me how you can move in an upward and downward direction . . . Start . . . Stop . . .

"Now, stand very still and move different body parts in different directions. Start . . . Have you used all of your body parts? Stop . . .

"Now, show me how you can travel through general space on different body parts, and change direction as you travel . . . Start . . . Change directions very quickly . . . Change levels as you change directions . . . Make different body parts move in different directions as you travel . . . Stop . . ."

Encourage children to create a game using materials and directions.

SAMPLE LESSON PLAN

Grade

Three

Movement Chart Goal

Relationships: Relationship of the body to individuals and objects, body part to body part (meeting-parting)

Objective

A child at the completion of_____ lessons in Movement Education will understand the relationship of the body to objects and individuals as evidenced by the ability to

- move different body parts together and apart in different ways as he/she travels through the challenge course.

Materials

Challenge Course*

Process

"Find your personal space, and on the signal turn your body so one of your body parts is nearest me. Start . . . Stop . . . On the signal, place another body part so it is nearer me than your other body part. Start . . . Another one . . . Place two body parts nearer me . . . Three . . . Four . . . Place your head nearer me . . . Your foot . . . Your right foot . . . Your left.

"Now, on the signal, show me how you can visit every place in our work area keeping the front surface of your body nearest me the entire time. Start . . . Change your direction . . . Now change your level . . . Change direction and level as you keep your front side nearest me. Stop . . .

"On the signal, find your personal space and explore all the different ways you can make one hand move toward and away from your other hand. Start . . . Stop . . . How many ways can you make your head and feet meet and part? Start. Change the level of one foot. Make one foot meet one hand at a medium level . . . a high level. Stop . . . Move your feet so that they meet and part in different ways as you move through general space . . . Start . . . Keep one foot in front of the other as your feet meet and part . . . Change direction. Stop . . . On the signal using the Challenge Course*, show me how you can travel from one end to the other on each piece of equipment. Let different body parts meet and part. Go to each piece of equipment at least one time . . . Start . . ."

SAMPLE LESSON PLAN

Grade

Three

Movement Chart Goal

Quality of Body Movement: How the body moves with flow (continuous).

Objective

A child at the completion of _____lessons in Movement Education will understand how the body moves with continuous flow as evidenced by the ability to

- make continuous moves using specific body parts.
- travel through general space using different body parts while in continuous motion.
- use continuous motion to travel from one end of a mat to the other.

Materials

Mats, record player, extension cord

Process

"Today you will be learning about continuous movement. What is continuous? Move to show me what you think continuous movement means. (Suggest that three or four children are moving continuously) "A continuous movement is one that goes on and on. You should feel as though you're going to continue forever.

*19

"Now, find your own space and show me how you can make a continuous movement using one body part . . . Start . . . Change to another body part. Make the body part you've chosen change levels . . . Now directions. Stop.

"Now, stand up and make a continuous movement with several body parts. Start . . . Change directions. Change levels . . . Stop . . . This time show me how you can travel from one end of your mat to the other using continuous movement. Start. Can you stay in a low level while traveling continuously? Explore moving in general space using continuous movement. Start . . . Stop . . .

"Now, listen to some music and show me how you can move continuously to what you hear . . ."

SAMPLE LESSON PLAN

Grade

Four

Movement Chart Goal

Quality of Body Movement: How the body moves with flow (bound-free)

Objective

A child at the completion of_____lessons in Movement Education will be refining the ability to use free flowing movements as evidenced by

- his ability to throw various sized balls using free-flow.
- movements which continue smoothly from the begining of the movement until the action is completed.

Materials

Ropes, balls of varying size, wands, hoops, tires, trash cans, barrels, standards, open boxes, Indian pins, chalk

Process

"In previous lessons, we have learned that there is flow in all movement. We learned that movement flows in different ways. Sometimes there is free flow which feels as if it could go on forever. Sometimes, there is bound flow, which we can control and stop quickly at any time on balance.

"Today, we are going to be refining our ability to make smooth, free-flow movements.

"On the signal, I want you to choose a ball and a place to work . . . Now, keeping in mind smooth, free-flow movements, show me how you can throw your ball into, over, under and through the different pieces of equipment in the area.

"You may wish to use the free equipment at the sides of our area and make your own target. Remember, your goal is movement that is free-flowing.

"You may change areas and equipment when you feel ready."

BEST COPY AVAILABLE

SAMPLE LESSON PLAN

Grade

Four

Movement Chart Goal

Body Awareness: Basic movements the body can make: manipulative skill (striking)

Objective

A child at the completion of _____ lessons in Movement Education will be refining the manipulative skill of striking as evidenced by the ability to

- strike a ball using a modified racket so that the ball continuously travels in a specific level.
- strike a ball using a modified implement in an upward, downward or sideward direction.
- strike a ball using a modified racket with strong and weak force.

Materials

Balls of varied size, one per child, modified tennis rackets, hoops, ropes, standard chairs, barrels, wands

Process

"On the signal, get a modified racket and a ball. Find your own space, and show me how you can strike your ball in different directions using varying amounts of force. Try to keep your ball under control . . . Start . . . Stop . . .

"Now show me how you can strike your ball in an upward direction using light force . . . .Start. Can you walk in a forward direction and continue to strike your ball as you walk. Can you walk sideward . . . backward? . . . to the right? . . . left?. . . Stop.

"Show me how you can strike your ball now with varying degrees of force so that it travels in a forward direction over or under a piece of equipment. You may do this alone or choose others to work with you.

"Choose a partner and any equipment you like to create a game using striking. Your game will be more interesting if you will use different kinds of force and vary the level and direction of the ball as much as you can."

SAMPLE LESSON PLAN

Grade

Four

Movement Chart Goal

Space Awareness: Ways the body uses space: levels (high, medium, low)

Objective

A child at the completion of_____ lessons in Movement Education will understand the concept of high, medium and low levels and evidence this by

- manipulating a ball through a low level.
- manipulating a ball into and out of a medium level.
- manipulating a ball into and out of a high level.

Materials

Different-sized balls—one per child.

Process

"On the signal, get a ball and using your hands only show me how you can keep your ball at a very low level. Start. Use different parts of your hand. Can you make your ball change levels? Can you bounce it so it travels in a medium level? Can you change the direction of your ball?

"Now, can you put your body in a low level and bounce your ball at a low level? Can you move your head to a medium level and bounce your ball at a medium level? Bounce your ball to a high level and catch it at a low level? Stop.

"Now, using any body part you like, show me how you can move through general space keeping your ball in a low level . . .

"Create a game using three different levels. You may change your body position or the level of the ball. Try to use a variety of equipment in your game. Choose a partner or work with a small group if you like; or perhaps you can make up a game for just one person."

SAMPLE LESSON PLAN

Grade

Four

Movement Chart Goal

Relationships: Relationship of the body to objects, individuals, groups, (contrast)

Objective

A child at the completion of_____ lessons in Movement Education will understand what contrasting movements are and will evidence this by

- making contrasting movements emphasizing curled and stretched shapes.
- describing (on tape) what a contrasting movement is.

Materials

Rhythm instruments (milk cartons, drum, blocks of wood), tape player and 30 cassette tapes, extension cord, paper, 10 pencils, minature pencil sharpeners, five desks, dance drum

Process

"Today, I have placed musical instruments at different locations about the room. I have also set up a writing station and a taping station. Sometime during this class period, I would like you to visit the taping station and define "contrasting movement." Rejoin the group as soon as you finish writing or taping. Do not visit either station when someone else is using it. John, you and Ann may start at the two stations. (Start two so there will not be a rush to see who is first.)

"Working with a partner, choose any musical instrument you like. While your partner creates a rhythmic beat, try creating contrasting body movements with any two matching body parts . . . Now, change places with your partner . . . Now, make contrasting movements with dissimilar body parts. Stop.

"Now, listen to the drum. When you hear a loud accented beat, stretch your arms and legs quickly.

"On the soft sound, show me how you can curl your arms and legs slowly and make your body very small. Start . . . Stop . . .

"This time, work with someone else, or with a group . . . Show me how you can create contrasting movements between yourself and your partner or between two groups. On the drum beat start . . . stop . . .

"Now, integrate levels, directions and flow into your contrasting movements . . ."

SAMPLE LESSON PLAN

Grade

Five

Movement Chart Goal

Quality of Body Movement: How the body moves with flow (continuous)

Objective

A child at the completion of_____lessons in Movement Education will understand how

the body moves with flow (continuous) as evidenced by the ability to

- create a continuous routine using various movement concepts.

Materials

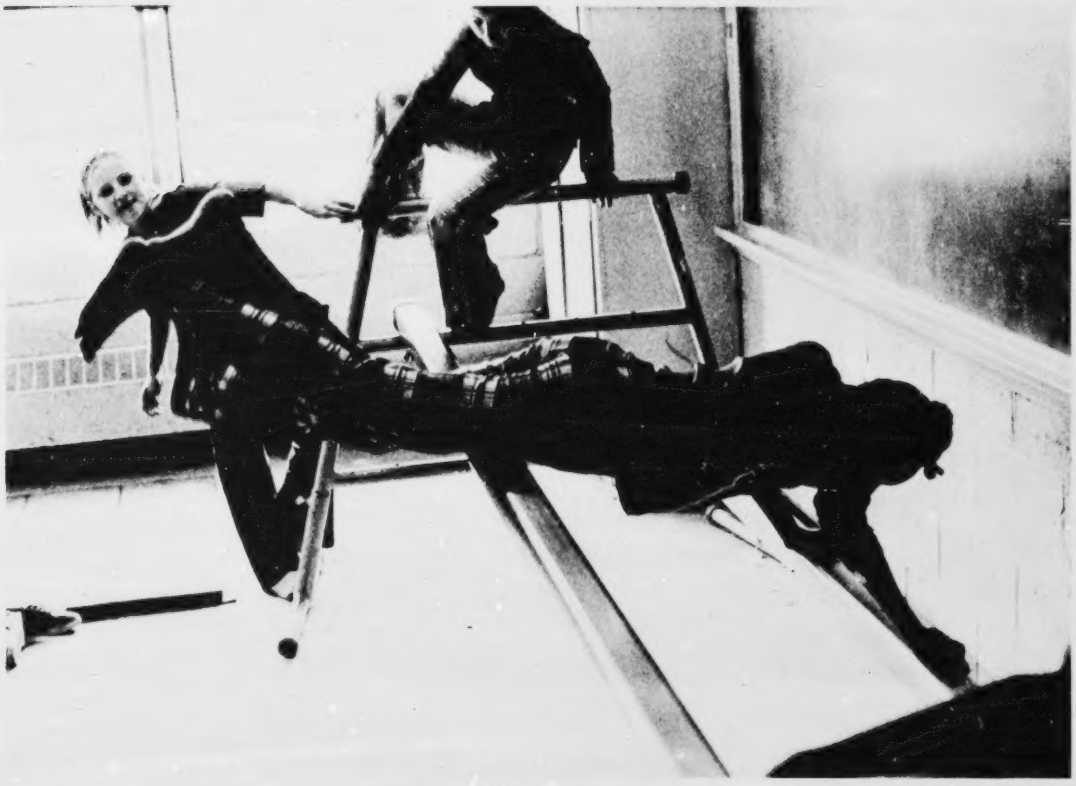
20 balance beams, Whittle equipment, Lind Climber, 20 tumbling mats, 20 wands, 15 ropes, record player, records

Process

Mats should be out so early arrivers may work until class begins. Use hand signal to bring class together for instructions.

"We have learned that continuity occurs when movements come one after another — so woven together that one movement comes as a logical outcome of the one before it. Today, we will work on ways the body can make continuous moves. Use as many of the movement concepts as you know from our Movement Chart to compose a routine using continuous movements. Work on your routine until you are satisfied with your work. You may use apparatus and work alone or with others. Start . . . You may wish to ask another person to watch you for a moment and help you refine your moves. There is music provided at the music station if you wish to use it."

BEST COPY AVAILABLE



SAMPLE LESSON PLAN

Grade

Five

Movement Chart Goal

Body Awareness: basic movements body can make: manipulative skill (kicking)

Objective

A child at the completion of _____ lessons in Movement Education will be performing rhythmically the manipulative skill of kicking as evidenced by the ability to

- kick a ball in six different directions.
- kick a ball into different levels.
- kick a ball and vary pathways.
- kick a ball fast or slow.
- vary the force with which the ball is kicked.

Materials

Ropes, hoops, line marker, chalk,
15 footballs, 15 soccer balls,
15 10" utility balls

Process

Have children go through the challenge course as they arrive.

Have balls available for free play as children finish challenge course.

Signal to come in.

"Today we will play some of the kicking games you designed. The playing areas are marked and the equipment is in each area. If there are too many players at a particular station, find another. We will change stations until everyone has played each game. When you come to my station, I will give you a specific task that I have designed for you to try."

Spend 15 minutes at each station.

Teacher-designed task: Use objective in designing the task.

SAMPLE LESSON PLAN

Grade

Five

Movement Chart Goal

Space Awareness: Ways the body uses space ranges (small, medium, large)

Objective

A child at the completion of _____ lessons in Movement Education will be refining his ranges of body movements in general and personal space as evidenced by the ability to

- make small movements (near the body) while traveling from one end of a balance beam to the other.
- make small, medium and large movements while in flight.

Materials

Mats, balance beams (variety of widths), ropes

Process

"Find your personal space and on the signal, show me how you can make large, low-level movements. Start . . . Stop (Voice or drum may be used to signal)

"Using large low-level movements, show me how you can travel very slowly from one end of your mat to the other. Start . . . Stop . . . Now return to your starting point using medium, low-level movements . . . Start . . . Stop. Now, use small, low-level movements Start . . . Stop.

"Cross your balance beam or rope using large, low-level movements. Start . . . Stop . . . Now, use a medium range movement to turn around. Can you stay in a medium level while you travel back? Stop.

"On your mat, show me how you can make a large range movement with a small part of your body. Start . . . Stop . . . Now try this same movement on your piece of apparatus . . . Now, make a small movement with one part of your body and a large movement with another as you travel from one end of your beam or rope to the other. Stop."

"In lower grades, you learned that some body shapes use large or small amounts (or ranges) of space and that some movements take up large or small amounts (or ranges) of space. Some movements and shapes use a medium range.

"Now, let me see you explore as many different body shapes as you can think of . . . Use large ranges or amounts of space for your movements—or small or medium ranges. Use your equipment as you move. Start . . . Stop . . .

"Now, using your body muscles, or a piece of equipment, get your body in flight, show me how you can make different body shapes using small, medium and large movements in the air. Start . . . Stop . . .

SAMPLE LESSON PLAN

Grade

Five

Movement Chart Goal

Relationships: relationship of the body to objects and individuals in unison.

Objective

A child at the completion of_____lessons in Movement Education will understand the relationship of his body to another individual and object as evidenced by the ability to create a movement sequence using matching action.

Materials

Mats, ammunition trunks, ropes, wands, hoe handles

Process

Mats and equipment should be placed ahead of time so that early arrivers may begin working.

"Today you may work with a partner and develop a movement sequence using matching actions. You may work on the mats only or with the apparatus . . ."

BEST COPY AVAILABLE

SAMPLE LESSON PLAN

Grade

Six

Movement Chart Goal

Space: How the body moves in general and personal space (direction — levels — pathways — ranges)

Objective

A child at the completion of_____lessons in Movement Education will be able to design a movement sequence that shows how the body can move in general and personal space and will evidence this by the ability to

- write or illustrate the movement sequence on paper.
- perform the sequence for the instructor.

Materials

Home-made instruments, record player, records, paper, pencils

Process

"We have been learning how the body moves in general and personal space. I would like for you to design a movement sequence that utilizes (1) directions, (2) levels, (3) pathways, (4) ranges. The sequence should be written on paper or illustrated with stick figures and turned in to me before you are ready to perform. You may work alone or with others. I will be available to help you in any way I can. You may use the records available, bring your own records or use any musical instruments you like."

Fully explain what you expect at the writing station.

SAMPLE LESSON PLAN

Grade

Six

Movement Chart Goal

Quality of Body Movement: How the body moves in time (accelerating-decelerating).

Objective

A child at the completion of_____lessons in Movement Education will perceive the concept of accelerating and decelerating rhythms as evidenced by the ability to

- experiment with accelerating and decelerating rhythms on different apparatus.

Materials

Set of ropes, ladders, tires, bars at different heights, forms, Lind Climber, Whittle equipment, boxes filled with newspaper, mats, hoe handles

Process

"We have explored accelerating and decelerating and simple rhythms. Your task today is to experiment with accelerating and decelerating rhythms using any of the apparatus available."

SAMPLE LESSON PLAN

Grade

Six

Movement Chart Goal

Body Awareness: Shapes the body can make (symmetrical and asymmetrical)

Objective

A child at the completion of_____lessons in Movement Education will be refining the ability to make symmetrical and asymmetrical body shapes as evidenced by the ability to

- utilize symmetrical and asymmetrical body shapes in a self-designed dance.
- invent a sequence on apparatus using locomotor moves to travel symmetrically and asymmetrically.
- create symmetrical and asymmetrical body shapes in the air.

Materials

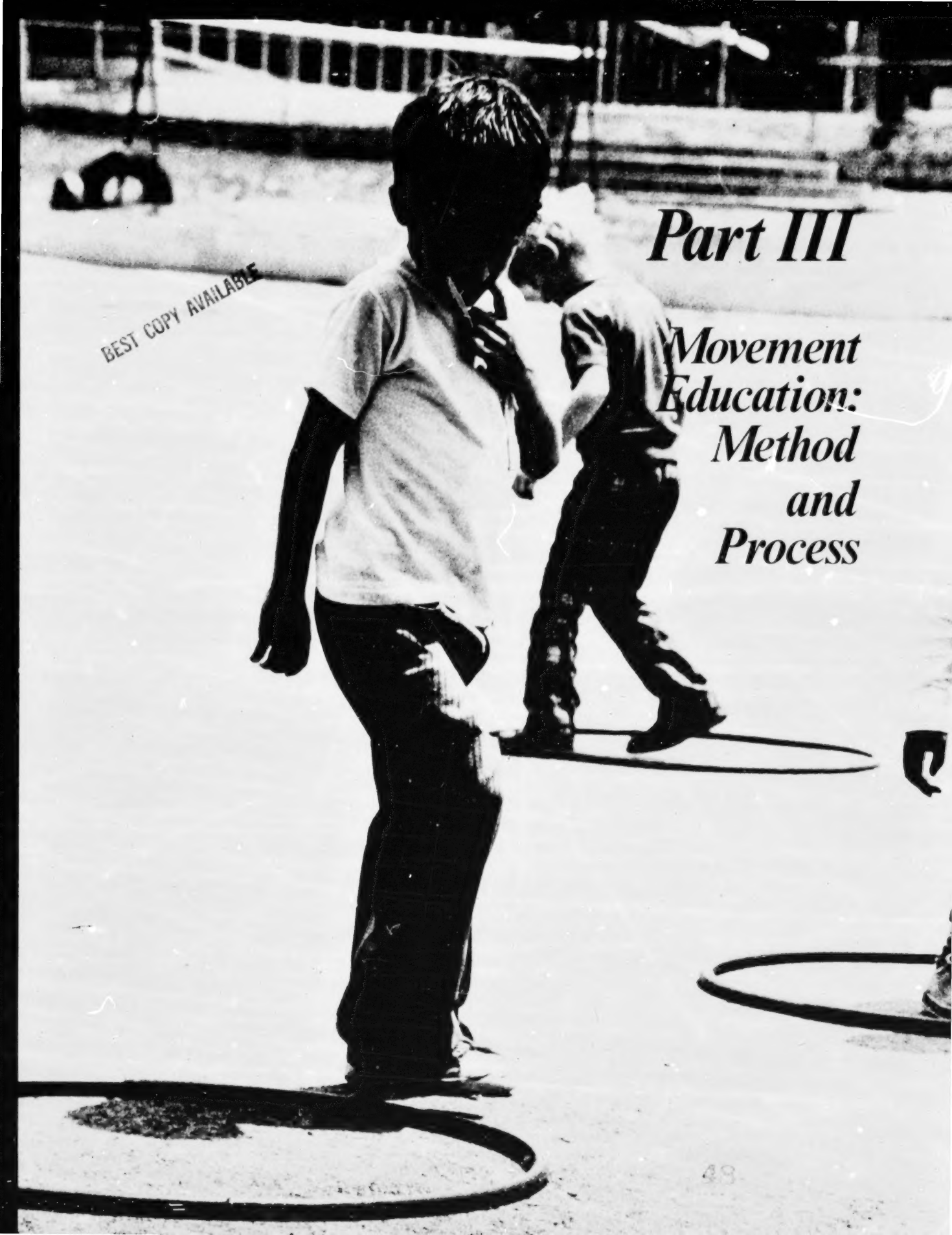
Whittle equipment, Lind Climber, ammunition trunks, balance beams, tables, barrells, chairs, mats, ropes, obstacle course, musical instruments

Process

"Using any type of musical accompaniment you wish, create a dance using symmetrical and asymmetrical body movements.

"Invent a movement sequence on a piece of apparatus using locomotor moves to travel symmetrically and asymmetrically and varying the ways your body uses space.

"Use the apparatus available to move your body into a high level and create asymmetrical and symmetrical body shapes while in this high level."



BEST COPY AVAILABLE

Part III

Movement Education: Method and Process

Teaching the lesson

Are we teaching in a way that is compatible with our expressed philosophy, goals, objectives and expectancies for the children? If enhancing a child's self-concept is important to us, does our method provide failure or success experiences? If we want to develop intellectually autonomous individuals, does our manner of teaching allow for self-direction and decision-making, or do we command each child to "do as we say do"? If we want to encourage creativity and self-expression, do we present our lessons in such a way that alternatives in response are possible, or is there only one way—our way? If we want students to love to move and move to learn, are we creating a loving, accepting environment in our classes and exhibiting a genuine concern in our teaching behavior?

These are questions we must ask ourselves when we are searching for the best way to teach.

After careful examination of many approaches, techniques and methods, the staff of Health and Optimum Physical Education concluded that the most successful lessons in the project utilized guided discovery and problem solving methods.

In first movement experiences, guided discovery is useful in providing a movement foundation. As movement skill increases, the problem solving approach is used to allow a greater variety of response.

In guided discovery the teacher is seeking a specific teacher-determined response through a question-asking technique which allows the cognitive process to work in children. In this method, the teacher poses the movement question. The child listens. The child decides what movement response he will make. The child responds by performing the movement. If the teacher wishes to further refine the movement, another question is asked. A skillfull teacher will continue to ask and further refine the response made by the child.*

In problem solving, a problem is posed and the child makes decisions based on his movement frame of reference . . . his own understanding of movement concepts. The teacher is seeking a variety of creative responses and many alternatives are possible. This contrasts somewhat with guided discovery where the teacher is looking for less variety and creativity in response.

In planning your program, you are encouraged to examine all the alternatives in teaching methods. Then base your decision on the method most compatible and consistent with the highest hopes, goals and aspirations you have for yourself and your students.

*33

Games, gymnastics and dance–a process

What process will we use to reach our objective? What program areas can best serve as a process? What information within program areas do we wish to transmit to the learner?

These questions can best be answered by looking more closely at three program areas—games, gymnastics and dance.

GAMES

The three types of games used in the Health and Optimum Physical Education program include teacher-designed games, child-designed games and a few modified traditional games. The type of game to be used should be determined on the basis of how well the game furthers the lesson objective and produces the desired changes in children.

Child-Designed Games

In child-designed games children are allowed to create their own rules, strategies, boundaries and make equipment selections. The teacher allows for a variety of games by deliberately setting up open-ended movement problems for game creation.

Teacher-Designed Games

The teacher-designed game requires less creativity on the part of children initially. In this type of game, the teacher makes most of the preliminary decisions. It is hoped that as you move through the lesson you might find a way to allow the children to create new games or movement sequences using the teacher-designed game as a point of departure, rather than an end in itself.

Modified Traditional Games

The most structured and least desirable type of games—if experiences in creativity and self-direction are desired—are modified traditional games. If these games are to be used the following suggestions will help you to make the process a more successful one for your children.

- The game relates directly to the lesson objective.
- The game is not an elimination-type.
- The game provides vigorious, meaningful activity for all the participants. (No more "Drop the Hankie"!)
- The game is compatible with current research on the developmental needs of children in the psychomotor, cognitive and affective domains.
- The game is non-competive if the children have not developed the social, physical and psychological readiness for competition. (Rarely would a competitive game be used, unless child-designed, in grades one-six.)
- Movement concepts of Space Awareness, Body Awareness, Quality of Body Movement and Relationships are reinforced.
- The size and weight of equipment, if needed, is appropriate for the children.
- Each child has a piece of equipment with which to work if equipment is used.
- Rules for the game evolve as needed. (The teacher may have several in mind but the children should be encouraged to add additional ones as needed.)

- Games are planned using a variety of equipment of different weights, sizes and textures.

Modified traditional games are used less frequently in Health and Optimum Physical Education as staff members develop skill in the guided discovery and problem-solving techniques. These games were found to be the least compatible with the project's goals and philosophy.

Example: Child-designed Game

Problem

"Using the movement concept of high and low levels, show me how you can create a game using the playground map of the United States. You may choose to work alone or with others. You may use any of the equipment." (A variety of equipment should be conveniently placed around the play area.)

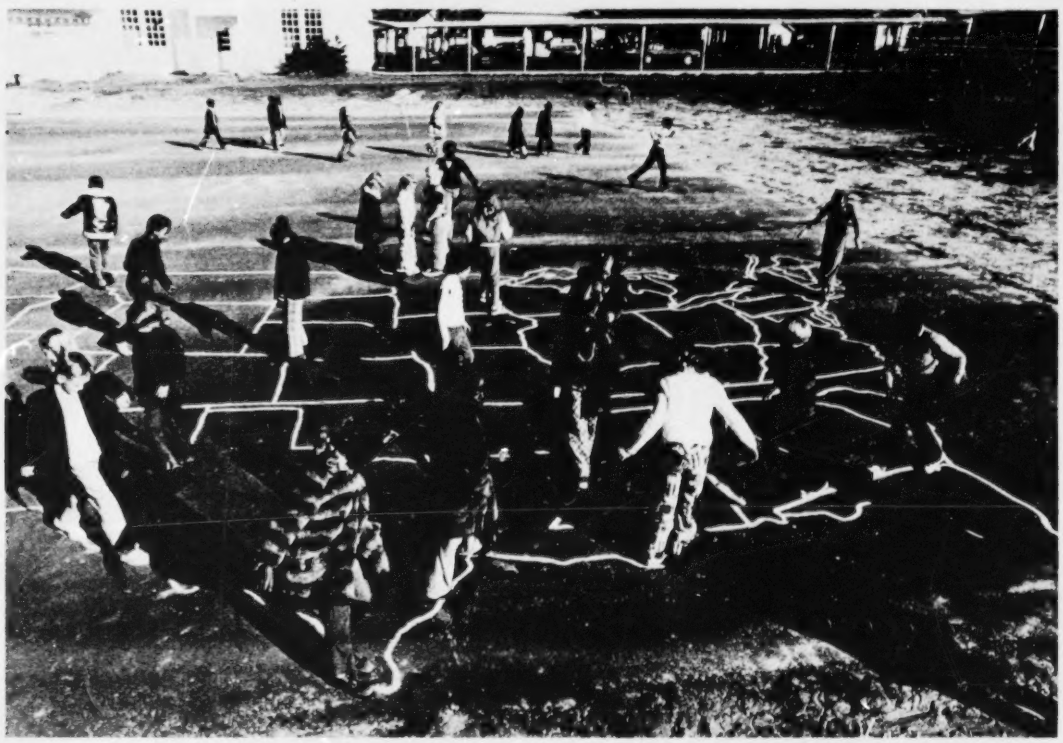
Child-solution

Having been given these movement suggestions, the children must then be left alone to think, to create and finally to **do**. This period of waiting on the part of the teacher is important because, as Mosston states, this is precious time and we must not interfere.*

The children in Health and Optimum Physical Education created a variety of games from this problem.

- Three children worked together throwing a beanbag at the child in the center, the other two standing on the boundaries.

*33



BEST COPY AVAILABLE

- One group hopped around the borders of the map, balancing a beanbag on their heads, while changing their bodies from low to high levels and vice-versa.
- A small group hopped on one foot, balancing the bean bag on different body parts while changing levels.
- Another game was created when two children chose to work together. Both stood in the state of Georgia and elected to throw a beanbag to the Great Lakes region. Five points were given each time the bag landed in the target area. The first child to score 45 points won the game.
- Another child created a game which required that he stand in Georgia, toss the beanbag into the air and strike it with his hand to Michigan. The same scoring procedure was used as in the game above.

Children will create games that far surpass the imagination of the teacher if allowed to do so. Their games will bring them more enjoyment because they are less likely to choose actions too difficult to execute.

Example: Teacher-designed Game

Equipment

Playground map of the United States
Beanbag for each child

Method

Divide into two teams.
Each team stands on opposite sides of the map with one team on the northern boundary and one on the southern.
Beanbag is thrown and lands on opposite boundary line.

Modifications

Teacher may vary the borders (north to south; east to west). Teacher may require children to hit certain states; or have children throw with their bodies in a low level, a high level. Be creative!

DANCE

Too often in our physical education programs we have used highly structured adult dances in an attempt to nurture creativity. Children have learned how many steps to take forward, how many steps to take backward and when to clap their hands. When asked to be creative they can only pantomime these well-rehearsed movements. In the early years, the teacher of creative dance should recognize that in order to maintain a creative atmosphere, she must become a guide rather than a pattern to be copied.

As Laban stated in *Modern Educational Dance**

> "In working out the best way in which to begin dance training for young children, we can base the choice of movements on those which the baby uses instinctively when he begins to move. At first, the child does not imitate, but reacts to stimuli, so the teacher should not ask the children to copy at the beginning, but guide them through suggestions."

You do not have to be a dancer to teach creative dance. "Gym teachers, art teachers, music teachers and classroom teachers all can teach creative dance because they are first

*28

of all teachers.** It is important, however, that you understand how the body uses space, time and force and that your lessons are designed to lead the child to an understanding of these concepts.

In the dance area of Health and Optimum Physical Education, the teacher encourages the child to use his imagination, to feel and to express all those inner feelings which often can only surface through movement. A child in the program learns to dance not as a tree, a flower or adult, but as a child. The purpose of this program area is to lead a child to use his body — through movement — to express his feelings, not to teach him to pretend to "be" an object. The primary goal is to help the child understand how force, space and time can be used to create movements which are expressions of his inner self.

Once the children become comfortable and feel free to react to their own inner feelings, more directed teaching may occasionally occur. Folk dances and adult dances can be analyzed and appreciated by older children who have gained an understanding of the elements of dance.

With this foundation, children enjoy dancing for many reasons: to express joy, frustration — any emotion — to entertain others or simply as a social event. The sensitive teacher of movement can lead children to an appreciation of the beauty and importance of dance as a medium of communication with others and with their inner selves.

GYMNASTICS

"O.K. Today, we're going to learn how to do a head stand. Everyone line up with your toes on the edge of the mat. Place your hands shoulder-width apart. Spread your fingers. Place your head on the mat and . . . "

Compare this with another gymnastics lesson. "Find your own personal space on a mat. Now, show me how many ways you can balance on three body parts. Choose any three you feel comfortable with. I see some of you are balancing on two feet and one hand. Some are balancing on your head and two hands."

For safety as well as success, Health and Optimum Physical Education teachers believe that it is particularly important in the area of gymnastics to guide children to appropriate movement responses through this kind of skillful questioning, rather than to demand structured solutions which often lead children to demonstrate failure time after time.

Given these kinds of options the gifted mover has the opportunity to develop more complex actions naturally, while the less skilled child enjoys success by being allowed to discover the most appropriate responses for himself. By taking cues from the children, the sensitive teacher of gymnastics can help each child set and achieve a realistic level of proficiency for himself. Through carefully posed questions, the teacher is able to lead the student to a workable understanding of the movement concepts time, force, space and flow. With this knowledge of what his body does, how it moves and where his body is going, it is possible for every child to achieve success in gymnastics.

In choosing program material for your students, you are encouraged to read the many excellent books on educational gymnastics. By utilizing guided discovery and problem solving methods this area can be one of the most popular and rewarding experiences for your children.

**21

References
BEST

Selected bibliography

1. AAHPER. *Annotated Bibliography On Perceptual-Motor Development.* 1201 Sixteenth St. N.W. Washington, D.C., 1973.

2. AAHPER. *Foundations and Practices in Perceptual-Motor Learning - A Quest for Understanding.* 1201 Sixteenth St., N.W. Washington, D.C. 20036.

3. AAHPER. *Knowledge and Understanding in Physical Education.* 1201 Sixteenth St., N.W., Washington, D.C. 20036.

4. AAHPER. *Youth Fitness Manual.* 1201 Sixteenth St., N.W. Washington, D.C. 20036.

5. Anderson, Marian H; Elliot, Margaret; and La Berge, Jeanne. *Play With a Purpose.* New York: Harper and Rowe, 1972.

6. Barrett, Kate R. and Lodgson, Bette J. *Ready - Set - Go! Levels I and II.* Bloomington, Indiana: National Instructional Television Center, 1969.

7. Blank, Ellen M. *Movement is for Little People.* Little People, Box 17172, St. Paul, Minnesota 55117.

8. Boorman, Joyce. *Creative Dance in the First Three Grades.* Don Mills, Ontario. 55 Barber Greene Road, Longmans Canada, Ltd., 1969.

9. Broer, Marion R. *Efficiency of Human Movement,* Philadelphia: W.B. Saunders Co., 1961.

10. Brown, Margaret and Sommer, Betty K. *Movement Education: Its Evaluation and a Modern Approach.* (Chpt. 1-5) London: Addison-Wesley Publishing Company.

11. Carroll, Jean and Lofthouse, Peter. *Creative Dance for Boys.* London: MacDonald and Evans, 1969.

12. Combs, Arthur. *Perceiving, Behaving, Becoming.* Washington, D.C.: American Society for Child Development, 1962.

13. Cratty, Bryant J. *Active Learning: Games to Enhance Academic Abilities.* Englewood Cliffs, New Jersey: Prentice Hall Inc., 1971.

14. Cratty, Bryant J. and Sister Margaret Mary Martin. *Perceptual - Motor Efficiency in Children.* Philadelphia: Lea and Febiger, 1969.

15. *Developing And Writing Performance Objectives.* Tuscon, Arizona: Educational Innovation Press, P.O. Box 13052, 1971.

16. Gerhardt, Lydia A. *Moving and Knowing - The Young Child Orients Himself in Space.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

17. Gilliom, Bonnie Cherp. *Basic Movement Education for Children: Rationale and Teaching Units.* Reading, Massachusetts: Addison-Wesley Publishing Co., 1970.

18. Godfrey, Barbara B. and Kephart, Newell C. *Movement Patterns and Motor Education.* New York: Appleton-Century-Crofts, 1969.

19. Health and Optimum Physical Education, Title III, ESEA. *Every Child A Winner Through Improvised Physical Education*

Equipment. Ocilla, Georgia. Irwin County Board of Education, Box 141, 1973.

20. Health and Optimum Physical Education, Title III, ESEA. *The Health and Optimum Physical Education Story.*" Ocilla, Georgia. 1972. (Mimeographed.)

21. Joyce, Mary. *First Steps in Teaching Creative Dance*. Palo Alto, California: National Press Books, 1973.

22. Kephart, Newell C. *The Slow Learner in the Classroom*. Columbus, Ohio: Charles E. Merrill, 1960.

23. Kirchner, Glenn; Cunningham, Jean; and Warrell, Eileen. *Introduction to Movement Education*. Dubuque, Iowa: William Brown Publishing Co., 1970.

24. Kirchner, Glenn. *Physical Education for Elementary School Children*. Dubuque, Iowa: William Brown Publishing Co., 1971. (Chapter 19 testing and follow up procedures.) Second Edition.

25. Laban, Rudolf. *Choreutics*. Annotated and edited by L. Ullmann. London: MacDonald and Evans, 1966.

26. Laban, Rudolf and Lawrence, F. C., *Effort*. London: MacDonald and Evans, 1947.

27. Laban, Rudolf. *Mastery of Movement*. London: MacDonald and Evans, 1960.

28. Laban, Rudolf. *Modern Educational Dance*. London: MacDonald and Evans, 1948.

29. *Learning to Move, Moving to Learn*. Meridian, Mississippi: Meridian Public Schools, 1970.

30. Mauldon, E. and Redfern, H.B. *Games Teaching, A New Approach for the Primary Schools*. London: WC 1, 8 John Street. MacDonald and Evans, Ltd., 1969.

31. Mauldon, E. and Layson, J., *Teaching Gymnastics*. London: MacDonald and Evans, 1965.

32. Morison, Ruth. *A Movement Approach To Educational Gymnastics*. London: J.M. Dent and Sons, Ltd., 1971.

33. Mosston, Muska. *Teaching Physical Education. From Command to Discovery*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

34. Movement Education. *Physical Education in the Primary Years*. London: Her Majesty's Stationery Office, 1972.

35. North, Marion. *Body Movement for Children*. Boston, Mass.: Plays, Inc., 8 Arlington St., 1972.

36. Pallett, Doreen G. *Modern Educational Gymnastics*. Elmsford, N.Y.: Pergamon Press, Inc., Maxwell House, 10523, 1965.

37. Russell, Joan. *Creative Dance in the Primary School*. London: WC 1 N – 2 HY, 8 John Street. MacDonald and Evans, Ltd., 1965.

38. Schurr, Evelyn N. *Movement Experiences for Children*. New York: Appleton-Century-Crofts, 1967.

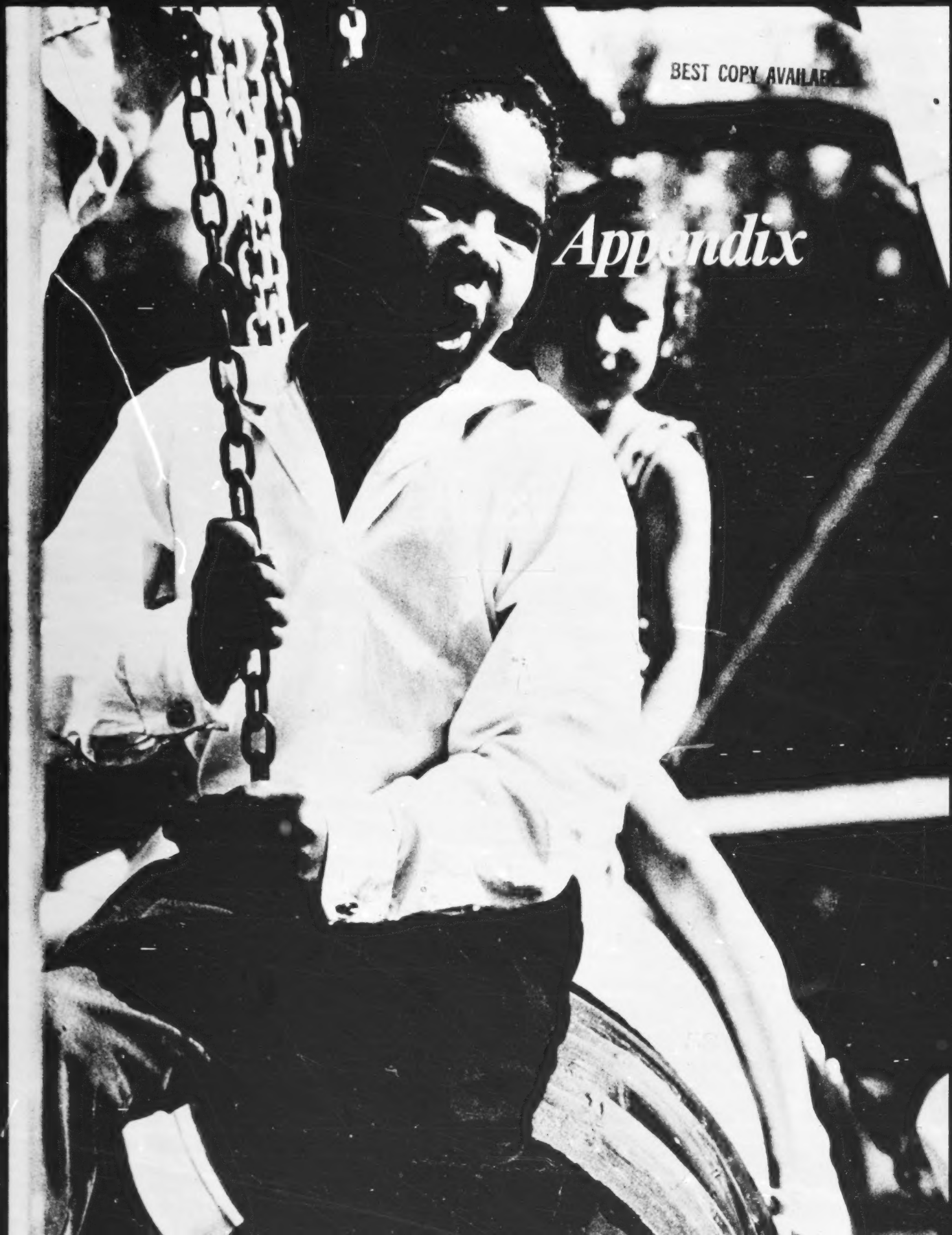
39. Stanley, Sheila, *Physical Education: A Movement Orientation*. Canada: McGraw Hill Company, 1969.

40. Sweeney, R. *Selected Readings in Movement Education*. London: Addison-Wesley Company, 1970.

41. Wickstrom, Ralph L. *Fundamental Motor Patterns*. Philadelphia: Lea and Febiger, 1970.

42. Yates, Tommye. *Learning Through Movement, a Developmental and Conceptual Approach*. Northwest Georgia CESA, LaFayette, Georgia, 1973.

BEST COPY AVAILABLE



Appendix

Staff

Administration

Martha F. Owens, Director
Susan B. Rockett, Program Director
Syd W. Blackmarr, Dissemination Specialist

Physical Education Teachers

Allen Smith
Ricky Ross

Physical Education Aides

Betty Paulk
Irishtine Williams
Gloria Edwards
Elizabeth F. Taylor

Secretarial and Clerical

Peggy Bess, Secretary-Bookkeeper
Sybil Ross, Clerical Aide

Past Staff Members

Nell Sams, Program Director
Neal F. Earls, Program Director
Charlene Varnelle, Physical Education Specialist
Sally Raley, Health Specialist
Donna Branch, Health Specialist
Nellie Jo Spicer, Health Specialist
Janiece Brannen, Secretary-Bookkeeper
Allan B. White, Secretary-Bookkeeper
Terri Wolverton, Writer
Jim Anderson, Physical Education Teacher
Douglas Ferguson, Physical Education Teacher
Dala Wickenhauser, Physical Education Teacher
Linda Rightmyer, Physical Education Teacher
Vida Dix, Physical Education Aide
Myra Griffin, Physical Education Aide
Ida Anderson, Physical Education Aide

Consultants

Dr. Mary Alexander, Florida State University

Dr. Kate Barrett, University of North Carolina at Greensboro

Dr. Harold Barrow, Wake Forest University

William T. Braley, Dayton Sensory-Motor Program, Dayton, Ohio

Dr. Ed Brown, Georgia Southern College

Dr. Ernest Bundschuh, Georgia Mental Retardation Center

Benton Clifton, Florida State Department of Education

Dr. Doyice Cotton, Georgia Southern College

Neal Earls, Wake Forest University

Dr. Betty Flinchum, University of North Florida

Dr. Billy Gober, University of Georgia

Dr. Ruth Green, Georgia Southern College

Dr. Margie Hanson, Elementary Consultant, AAHPER

Dr. Ann Jewett, University of Wisconsin

Dr. Douglas Leavitt, Georgia Southern College

Gladys Peck, Supervisor Elementary Physical Education, Atlanta Public Schools

Phillip Rountree, Florida Department of Education

Jack Short, Georgia Department of Education

Robert Shrader, Individualized Physical Education, Omaha Public Schools

Dr. Patricia Tanner, University of South Florida

Dr. Jerry Thomas, Florida State University

Tommye Yates, Chairman, Elementary Commission, AAHPER

Jane Young, University of South Florida

Acknowledgements

A special note of gratitude is due the children and the personnel of the Irwin County School System for cooperation given this project. Without it this book could not have been written. Special thanks are also due Mrs. Carolyn Hopkins of the Georgia Department of Education for graphic design of this publication.

Movement terms

Movement Education

An approach to teaching which focuses on helping the individual become aware of his body and understand the basic principles which control his bodily movements.

Its purpose is to lay a foundation of movement knowledge which can be applied when skill in games, creative activities or sport is desired, but primarily movement education brings about ease and confidence in all kinds of movement.

Movement Exploration

A teaching technique used in movement education which aims at guiding the individual to discover the best answer for himself to a movement task through personal movement experiences.

Movement Task

A movement problem posed by the teacher and solved by the child to the best of his ability.

Space

The area in which movement takes place.

Personal Space

All that area around an individual which he can reach without touching another person.

General Space

That area which an individual uses when traveling and which is available to all individuals in a given area.

Direct Movement in Space

Movements which go from one place to another in a straight line (or pathway).

Flexible Movement in Space

Movements which occur in roundabout or wavy lines (or pathways).

Time

The speed at which a movement takes place.*

Force

The tension of the muscles and the degree of strength needed for a certain movement.*

Flow

The linking of one movement to another for fluency and control.

Free Flow

A somewhat abandoned movement, or one which continues smoothly to a controlled conclusion.

Bound Flow

A movement which can be stopped at any point without loss of balance.

Levels

The high, low or medium area in space in which a movement occurs.

Pathways

An imaginary line in space along which a movement occurs. It may be straight, curved or zigzag.

Ranges

The large, medium or small amount of space in which a movement occurs.

Manipulative Skill

Those physical abilities which have to do with

*38

controlling the body when using an implement or object for throwing, catching, punching, batting, striking.

Locomotor

Those movements which take the child to a new space, such as walking, hopping, jumping, skipping, leaping, galloping.*

Non-Locomotor

Those movements which may be performed from a stationary position as in swinging, swaying, shaking.

Maneuvering Weight

Refers to controlling one's body weight in relationship to the weight of objects, other individuals, or one's own body in movement tasks such as pushing, pulling.

Transferring Weight

Changing the weight of the body from one support position to another as in walking, balancing, dodging; also refers to transferring weight of an object itself as in throwing, striking.

Symmetrical

A movement or balanced position where both sides of the body look (or move) alike as in a headstand.

Asymmetrical

A movement or position where one side of the body looks or moves differently from the other side.

*7

Movement process categories

Developed from a proposed "Motor Taxonomy" published in QUEST XV, January 1971 pp 35-36. Major contributors are Ann E. Jewett, Marie R. Mullan, L. Sue Jones, Sheryl L. Gotts, Sarah M. Robinson, Peggy A. Chapman, Wilma M. Harrington, Marilyn J. LaPlante, Charles L. Wuerpel, Sandra M. Knox, Douglas F. Knox, Lee Smith, Iris Bliss, Alison Poe, Gail Royce, Donald K. Brault.

A. **Generic Movement:** Those movement operations or processes which facilitate the development of characteristic and effective motor patterns. They are typically exploratory operations in which the learner receives or "takes in" data as he or she moves.

   1. **Perceiving:** Awareness of movement positions, postures, patterns, and skills. These awarenesses may be evidenced by motoric acts such as imitating a position or skill; they may be sensory in that the mover feels a posture when the limbs are manipulated; or they may be evidenced cognitively through identification, recognition, or distinction.

   2. **Patterning:** Arrangement and use of body parts in successive and harmonious ways to achieve a movement pattern or skill. This level is dependent on recall and performance of a movement previously demonstrated or experienced.

B. **Ordinative Movement:** The processes of organizing, refining, and performing skillful movement. The processes involved are directed toward the organization of perceptual-motor abilities with a view to solving particular movement tasks or requirements.

   3. **Adapting:** Modification of a patterned movement to meet externally imposed task demands. This would include modification of a particular movement to perform it under different conditions.

   4. **Refining:** Acquisition of smooth, efficient control in performing a movement pattern or skill by mastery of spatial and temporal relations. This process deals with the achievement of precision in motor performance and habituation of performance under more complex conditions.

C. **Creative Movement:** Those motor performances which include the processes of inventing or creating skillful movement which will serve the personal and individual purposes of the learner. The processes employed are directed toward discovery, integration, abstraction, idealization, emotional objectification and composition.

   5. **Varying:** Invention or construction of unique or novel options in motor performance. These options are limited to

different ways of performing specific movements; they are of an immediate situational nature and lack any predetermined goal or outcome which has been externally imposed on the mover.

6. **Improvising:** Extemporaneous origination or initiation of novel movements or combinations of movements. The processes involved may be stimulated by a situation externally structured, but preplanning on the part of the performer is not usually required.

7. **Composing:** Combination of learned movements into unique motor designs or the creation of movements new to the performer. The performer creates his own motor response in terms of his own interpretation of a movement situation.

Audiovisuals

RECOMMENDED LOOP FILMS

Each loop film on the suggested list below has written notes to aid the teacher in using the film with children. Most are two-three minutes long. All films are available from *Film-Loops, Cambridge, Mass. 02140.*

Kruger, Hayes. *Movements: Fast and Slow.*

Focuses on time, the duration or pace of movement. Shows children discovering the contrast between fast and slow. Progresses to experiences with apparatus.

Kruger, Hayes. *The Force of Movement.*

Shows experiences which help children understand the concept of force as they contrast a strong movement with a weak movement (created force), a heavy landing with a light landing (absorbed force).

Kruger, Hayes. *Moving at Different Levels.*

Experiences with the child's body in high, low and in-between levels. Also introduces the concepts of *up* and *down*.

Kruger, Hayes. *Movements: Large and Small.*

Focuses upon the special quality of *range*, i.e., the size of movement. Children discover how movement possibilities must be adjusted to presence of others, their own physical limitations or apparatus.

Kruger, Hayes. *The Flow of Movement.*

Introduces the concept of flow by showing different ways of moving joined together in sequence. Shows children putting movements together which are readily recognized as being different, therefore establishing the primary characteristic of *flow,* which is *sequence.*

Tanner, Pat. *Supports.*

Shows children experimenting with the idea of supporting themselves on various body parts. Introduces safety factor of rolling to regain control when falling off-balance.

Tanner, Pat. *Weight Transference.*

Shows children transferring weight by stepping, jumping, sliding, rolling, rocking. Interesting solutions devised by the children. Progresses to ways of transferring weight in activities utilizing small apparatus.

Tanner, Pat. *Flight.*

Shows development of flight with take-offs, landing, rolling, suspension. Moves from low jumps without equipment to experiences with hanging apparatus.

Tanner, Pat. *Foot-Dribbling and Kicking.*

Shows experiences with these skills for small children. Also includes child and teacher-designed games on more organized level.

Tanner, Pat. *Bouncing, Hand-Dribbling and Catching.*

Bouncing, catching and dribbling activities showing the progression to good ball handling.

Tanner, Pat. *Volleying in Different Ways.*

Central concept is the continuous volley, the repeated rebounding of the ball into the air by hitting it with any part of the body.

Tanner, Pat. *Hitting in Different Ways.*

Guided discovery leads children to discover the essential arm swinging motion necessary for striking and the relationship between force to levels, directions and pathways.

Tanner, Pat. *Rolling and Fielding.*

Shows children rolling a ball against a wall and running in to field it and progresses to children working on these skills in groups of three.

Tanner, Pat. *Yarn Balls, Hoops, Ropes, and Wands*

Experiences in movement exploration. Children are shown discovering for themselves many different ways of moving and playing with apparatus.

Tanner, Pat. *Throwing and Catching.*

Progressive experiences in these fundamental skills beginning with small children catching a ball which they have thrown to themselves and moving to small groups devising their own games utilizing throwing and catching with various kinds of small equipment as targets.

Tanner, Pat. *Shapes.*

Children are shown discovering the many shapes their bodies can make using straight and curved lines and combinations of these. Creativity and individuality are stressed. Introduces partner work demanding cooperation and awareness by both children.

Tanner, Pat. *Leads.*

Exploration experiences in leading movement with different parts of the body while in stationary positions or while moving about the room. Hands lead into cartwheels, sides into log rolls, etc. Later, attention is focused on one specific body part, making a pattern in space. Mats, and later, hoops are utilized to further the concept.

RECOMMENDED FILMS

EVERY CHILD A WINNER. NEA Sound Studios. 1021 16th Street, N.W., Washington, D.C., 16 mm. Sound. 13½ min. $150 plus postage. $15 rental fee applies toward purchase price. (Filmed on the site of Project Health and Optimum Physical Education, Ocilla, Georgia. Produced by Charles Holbrook.)

MOVEMENT EXPERIENCES FOR THE PRIMARY GRADES.

Northern Illinois University Communications Services. Department of Instructional Media Distributors, Atgeld 114, Northern Illinois University, Dekalb, Illinois 60155. $150.

RECORDS

Creative Dance. Vol. II. Jeri Packman. Classroom Materials, Inc., CM 1024, Great Neck, N.Y.

For experienced children who are refining locomotor movements with time factor considered.

Danish Ball Rhythms. Karoline Keeleric. Activity Records, Educational Activities, Inc., AR 34, Freeport, L.I., N.Y. 11520, 1968.

Child might select when refining manipullative skills.

Getting To Know Myself. Hap Palmer. Activity Records, Educational Activities, Inc., AR 543, Freeport, L.I., N.Y. 11520, 1972.

Especially good for K-3.

Happy Time Listening. William T. Braley. Activity Records, Educational Activities, Inc., AR 708, Freeport, L.I., N.Y. 11520.

Auditory perception and sound discrimination skills.

Jazzy From Dixie. Gloria Bonali and Henrietta Bartleson, Kimbo Records, LP 1099, Box 55, Deal, N.J. 07723

Jazzy music by Rampart Street Six that works well in advanced creative dance lessons.

Learning Basic Skills Through Music. Hap Palmer. Activity Records, Educational Activities, Inc., EA 514, Freeport, L.I., N.Y. 11520, 1969.

Helps in teaching colors, numbers, alphabet; concepts of up, down, slow, fast, shake, sway; also child's own name.

Modern Dance. Liz Williams and Elizabeth Smith. Hector Records, HLP 4002, Record Center, 2581 Piedmont Road, N.E., Atlanta, Ga.,

Excellent piano music performed with creativity and technical brilliance. Excellent for creative dance classes.

Movement Fun. Kimbo Educational Records, AR 21, Box 55, Deal, N.J. 07723.

Up-beat instrumental music useful with experienced children in creative dance situations.

Music for Movement Exploration. Karol Lee. Kimbo Educational Records, L.P. 5090, Box 55, Deal, N.J. 07723, 1970.

Music with appeal for all age-groups.

Music to Have Fun By. Fiedler, Gould, Reiner and others. Radio Corporation of America, LSC-2813, New York, 1965.

Quick and lively instrumental selections suitable for many teaching situations.

Rhythms for Today. Carrie Rosmussen and Violette Stewart. Activity Records, Educational Activities, Inc., #29, Freeport, L.I., New York, 11520, 1966.

Instrumental selections good for lessons on space and time.

Rhythmic Gymnastics. Annelis Hoyman. Kimbo Educational Records, 5040, Box 55, Deal, N. J. 07723.

Good for gymnastics or creative dance experiences.

Rhythmic Parachute Play. Jo Ann Seker and George Jones. Kimbo Educational Records, LP 6020, Box 55, Deal, N.J. 07723, 1969.

Equipment list

A Little Money To Spend
Grades 1-6
30 Children Per Period

ITEM	NO.
Plastic Balls – purchased	30
8½" Playground Balls – purchased	20
6" Playground Balls	10
Softballs – super soft	36
Footballs – junior	10
Parachutes	2
Balance Beams – improvised	20
Paddle Ball Paddles – improvised	30
Short Jump Ropes – improvised	36
Balance Boards – improvised	10
Spot Trainers – improvised	5
Equipment Bags – improvised	5
Can Stilts – improvised	30
Roller Boards – improvised	10
Bean Bags – improvised	30
Tumbling Mats – improvised	10
Rhythm Instruments – improvised	30
Line Marker – purchased	1
Marking Chalk – purchased	20 bags
Stop Watch – purchased	1
Parallel Bars – improvised	1
Chinning Bars – improvised	1
Tire Climb – improvised	2
Car Tires – improvised	100
Nylon Stocking Rackets – improvised	36
Telephone Balance Posts – improvised	20
Batting Tees – improvised	5
Climbing Ropes – improvised	6
Yarn Balls – improvised	36
Newspaper Stacks – improvised	30
Wands (hoe handles) – improvised	30
Lumi Sticks – improvised	30
Ball Pump – purchased	1
Ball Pump Needles – purchased	2

ITEM	NO.
Plastic Bats – purchased	10
Plastic Softballs and Baseballs – purchased	30
Five Gallon Cartons – improvised	30
Hills (dirt mounds) – improvised	3
Bowling Pin Rejects – improvised	30
Baseball Bases – improvised	20
Puncture Seal – purchased	2 boxes
Snitz. Manufacturing Co. 104 S. Church Street East Troy, Wisconsin 5310	
Volleyballs – purchased	4
Volleyball Nets – purchased	2
Soccer Balls – purchased	4
Hoops – purchased	36
Wooden Bats – purchased	10
Standards – improvised	12
Badminton Rackets – purchased	12
Badminton Nets – purchased	2
Shuttlecocks – purchased	24
Basketballs – purchased	10
Basketball Nets – purchased	4
Basketball Goals and Backboards – purchased	4
Basketball Goal Post – purchased	4
Tennis Rackets – purchased	12
Tennis Nets – purchased	2
Tennis Balls – purchased	36
Tinikiling Sticks (bamboo) – improvised	12
Ping Pong Tables – improvised	20
Ping Pong Balls – purchased	60
Rubber Discus – purchased	3
Junior Shot Put – purchased	3
Records and Books – purchased	10
(See project recommended list purchased through school library)	

A Little More Money To Spend
Grades 1-6
30 Children Per Period

ITEM	NO.
Stop Watch – purchased	1
Plastic Balls – purchased	30
8½" Playground Balls – purchased	30
6" Playground Balls – purchased	15
10" Playground Balls – purchased	15
Softballs – supersoft – purchased	36
Footballs – junior – purchased	10
Hoops – improvised	36
Parachutes – improvised	3
Balance Beams – improvised	10
Paddle Ball Paddles – improvised	30
Short Jump Ropes – improvised	36
Balance Boards – improvised	20
Spot Trainers – improvised	5
Equipment Bags – improvised	5
Can Stilts – improvised	30
Roller Balance Boards – improvised	10
Bean Bags – improvised	60
Tumbling Mats – improvised	15
Rhythm Instruments – improvised	60
Line Marker – purchased	1
Marking Chalk – purchased	20 bags
Parallel Bars – improvised	2
Chinning Bars – improvised	1
Uni-ladder – improvised	1
Tire Climb – improvised	2
Nylon Stocking Rackets – improvised	60
Telephone Pole Balance – improvised	20
Beams	
Batting Tees – improvised	20
Yarn Balls – improvised	36
Newspaper Stacks – improvised	60
Wands – improvised	60
Lumi Sticks – improvised	60
Rhythm Drums – improvised	15
Rope Ladders – improvised	4
Ball Pump – purchased	1
Ball Pump Needles – purchased	8
Plastic Bats – purchased	36
Baseball Bases – improvised	12
Plastic Softballs, Baseballs – purchased	48
Wooden Bats – purchased	20
Volleyballs – purchased	15
Volleyball Nets – purchased	3
Soccer Balls – purchased	15
Badminton Rackets – purchased	20
Badminton Nets – purchased	4
Shuttlecocks – purchased	36
Basketballs – purchased	15
Basketball Nets – purchased	4
Basketball Goals and	4
Backboards – purchased	
Tennis Rackets – purchased	15
Tennis Nets – purchased	2
Tennis Balls – purchased	36
Golf Balls – purchased	30
Golf Pins – purchased	9
Golf Club Putters – purchased	15
Golf Club – 9 Irons – purchased	15
Finger Tabs – purchased	50
Arrow Quivers – purchased	10
Arm Guards – purchased	15
Target Faces – purchased	12
Bows – purchased	15
Arrows – purchased	240
Tinikiling Sticks – improvised	24
Ping Pong Paddles – improvised	20
Ping Pong Balls – purchased	48
Shuffleboard Sets – purchased	4
Bowling Pins – improvised	40
Plastic Bowling Balls – purchased	6
Rubber Discus – purchased	4
Junior Shot Put – purchased	4

Enough Money To Spend
Grades 1-6
30 Children Per Period

ITEM	NO.
Stop Watch – purchased	2
Plastic Balls – purchased	40
10" Playground Balls – purchased	30
8½" Playground Balls – purchased	30

ITEM	NO.
6" Playground Balls – purchased	15
Softballs (super soft) – purchased	36
Footballs (junior) – purchased	15
Volleyballs – purchased	15
Soccer Balls – purchased	15
Hoops – improvised	36
Parachutes – purchased	3
Balance Beams – improvised	15
Paddle Ball Paddles – improvised	30
Short Jump Ropes – improvised	36
Balance Boards – improvised	20
Spot Trainer – improvised	10
Equipment Bags – improvised	10
Can Stilts – improvised	30
Roller Boards – improvised	15
Bean Bags – improvised	60
Tumbling Mats – improvised	15
Rhythm Instruments – improvised	60
Line Marker – purchased	1
Chalk – purchased	30 bags
Parallel Bars – improvised	2
Chinning Bars – improvised	2
Uni-Ladder – improvised	1
Tire Climb – improvised	2
Nylon Stocking Rackets – improvised	60
Telephone Pole Balance Beams – improvised	20
Records and Books – purchased See project recommended list (purchase through school)	
Batting Tees – improvised	30
Giant Ladder – improvised	1
Rope Climbs – improvised	1
Gym-Jim Set – improvised	1
Hills (dirt) – improvised	3
Yarn Balls – improvised	36
Newspaper Stacks – improvised	60
Wands – improvised	60
Lumi Sticks – improvised	60
Rhythms Drums – improvised	30
Rope Ladders – improvised	6
Ball Pump – improvised	1
Ball Pump Needles – purchased	8

ITEM	NO.
Plastic Bats – purchased	36
Baseball Bases – improvised	16
Plastic Softballs & Hard Balls – purchased	48
Wooden Bats – purchased	20
Volleyballs – purchased	20
Volleyball Nets – purchased	4
Soccerballs – purchased	20
Badminton Rackets – purchased	30
Badminton Nets – purchased	7
Shuttlecocks – purchased	60
Basketballs – purchased	30
Basketball Nets – purchased	6
Basketball Goals and Backboards – purchased	6
Tennis Rackets – purchased	30
Modified Rackets (junior) – purchased	30
Tennis Nets – purchased	4
Tennis Balls – purchased	60
Golf Balls – purchased	150
Golf Pins – purchased	9
Golf Club Putters – purchased	30
9 Irons – purchased	30
Finger Tabs – purchased	50
Arrow Quivers – purchased	30
Target Faces – purchased	24
Arrows – purchased	240
Arm Guards – purchased	30
Bows – purchased	30
Tinikling Sticks – improvised	30
Ping Pong Paddles – improvised	30
Ping Pong Balls – purchased	48
Shuffleboard Sets – purchased	8
Bowling Pins – improvised	60
Bowling Balls – purchased	12
Rubber Discus – purchased	4
Junior Shot Put – purchased	4
Ball Seal – purchased	2 boxes

SPECIAL EQUIPMENT	NO.
Lind Climber – purchased	1
Whittle Equipment – purchased	1

Forms

TO: Parents

SUBJECT: Health and Physical Education

We are looking forward to having your child participate in our physical education and health program. We know health and physical education is a very important part of his or her growth and development.

All elementary and junior high pupils in Georgia are required to take a minimum of 30 minutes of health and/or physical education per day.

If your child cannot participate in the regular program, please mark *RESTRICTED PROGRAM* on the portion of this letter to be returned. If restricted program is marked, we will send you a form to be filled in by your physician. If regular program is marked, then your child is expected to participate in the regular program of health and physical education. If your child cannot participate because of a temporary restriction, you may write a note which will excuse him or her for that day.

There will not be time or facilities for changing clothes. Girls should wear clothing appropriate for mixed classes in physical education, such as slacks, cullottes, pant dresses, or shorts under dress. You will be notified regularly of your child's progress in physical education on his or her report card.

_____

Name of Pupil

I have received your letter and am returning the following information for the classification of the above named pupil in the health and physical education program. PLEASE LIST ANY CRIPPLING DISEASES, SUCH AS BROKEN BONES, POLIO, EPILEPSY, ASTHMA, DIABETES, ETC.

1. _____ 3. _____

2. _____ 4. _____

PLEASE CHECK THE APPROPRIATE SPACE

REGULAR PROGRAM_____ RESTRICTED PROGRAM_____

Comments

Signed_____

Parent or Guardian

Health and Optimum Physical Education Form #1A

PHYSICIAN'S STATEMENT

For:_____
Name of Pupil

This pupil believes that he/she should receive a restricted program in physical education because of physical disability. After examination, please give us your opinion as to the activities in which this pupil may safely participate.

_____
Physical Education Teacher

* * * * * * *

I have examined this pupil and have advised the parents as to the best procedure to follow to safeguard and improve health. I report the following:

CODE: OK = Normal X = Needs Correction T = Under Treatment C = Corrected

HEIGHT_____ EARS_____ HEART_____

WEIGHT_____ EYES_____ LUNGS_____

SKIN_____ NOSE_____ HERNIA_____

NUTRITION_____ TEETH_____ ORTHOPEDIC_____

BLOOD PRESSURE_____ OTHER_____

This student is physically able to participate in the regular course of physical education. Yes_____ No_____ (If answer is NO, please complete form below.)

_____ is under my care for_____,
Disability

from_____, 19_____ to_____ 19_____.

This child has the following movement limitations:

I recommend the following type of program:

Vigorous_____

Moderate_____

None_____

Additional Comments:

Phone_____ _____ M.D.

_____

Address

_____

This report and the following four forms were designed in Project Health and Optimum Physical Education in order to implement health services. This plan and the forms were field tested for four years.

HEALTH SERVICES FOR RURAL ELEMENTARY SCHOOLS

I. School Health Committee

Composed of local physician, public health nurse, visiting teacher, principals and classroom teachers.

Committee will assess local needs to determine what health services are needed in the schools and what resources are available.

II. Personnel

A. Qualifications

1. Nurse. Licensed registered nurse with the desire to work with all children to help improve their health and health habits in turn helping to improve the total community health.
2. Health Aide. Clean, neat and reliable; with a desire to work with children; able to understand instructions and carry out first aid duties with a minimal amount of instructions.

B. Job Description

1. Nurse
   a. Supervising of entire school health program
   b. Teaching health aide necessary first aid duties
   c. Teaching basic use of equipment so that aide could be of assistance during testing
   d. Teaching necessary clerical duties
   e. Conference as needed with children, parents and teachers
2. Health Aide
   a Performing first aid duties in clinic
   b. Assisting registered nurse during testing
   c. Keeping daily log of all children seen in clinic
   d. Keeping child's school records in order
   e. Reporting to nurse any unusual incidents or accidents or any time assistance is needed

III. Health Services

A. Clinic. Well ventilated room which is large enough for two cots, desk, two or three chairs, filing cabinet, medicine cabinet, treatment table, sink, bathroom and area for testing. A storage space with a lock will be needed for first aid and clinic supplies.

B. Record Keeping

1. Cumulative Record—Health and Optimum Physical Education No. 9, Title III, ESEA. This will be used on all students.
2. Health Card—Health and Optimum Physical Education No. 6, Title III, ESEA. This is to be used on all students.
3. Health Observation—Health and Optimum Physical Education No. 11, Title III, ESEA. This is to be used on all second and fifth graders. Included in this is a dental screening.
4. Heights and Weights — Record at the beginning of the school year on all first, third and fifth grade students.
5. Hearing and Vision Screening — Children in the first, third and sixth grades will be screened. Failures from the past year will be retested. Teacher referrals are also encouraged.
6. Intestinal Parasite Test — The first grade and all new students entering during the year will be checked each year with a follow up the next year on positive reports from tne year before. Teacher referrals are also encouraged.
7. Physical Examinations — First and fourth grade students. Seventh and tenth grade recommended in addition. Georgia Public Health Dept., Form No. HC4.1 Rev. 8/60 can be utilized.
8. Immunizations — Required on all first grade and new students.

C. Other

1. Resource person for the classroom teacher
2. Teaching students about health during contact in the clinic or while testing

IV. Procedures for Implementation

June — Post planning
Pre-school round up

1. Collecting immunization records and health examinations
2. Handing out health cards to parents and physical examinations to those who have not completed these

August — Pre-planning

3. Getting supplies and clinic in order

School Opening	4. Collecting physical examinations
	5. Obtaining class roll
September	6. Dispersing physical examinations and health cards to those that do not have them
	7. Setting up class files
	8. Filling in data on health records
	9. Preparing work sheets to start heights and weights on grades one, three and five
	10. Intestinal Parasite Test on all first and transfer students and on positive reports from the previous year.
October	11. Heights and Weights and recording of same
	12. Preparing worksheets for vision and hearing screening for grades one, three, six. Worksheets furnished by Ga. Public Health Dept. (Form No. LH 1.43)
	13. Collecting fourth grade physicals
Oct., Nov., Dec.	14. Hearing and Vision screening
	a. Failures can be re-checked after one month
	b. Sending referrals after second failure
January	15. Testing and re-testing vision and hearing
	16. Preparing to do health observation
February, March	17. Health observations on grades two and five
April, May	18. Checking on any test not completed
	19. Getting records in order

The monthly schedule recommended should be flexible. All scheduling should be cleared through the appropriate administrative officials. If scheduling can be flexible the school nurse will then be available to serve as a resource person for disseminating relevant health information to students, teachers and school administrators.

V. Recommended Supplies

A. Clinic Supplies

applicator sticks

scissors (bandage or blunt)

splints
bandaids (one inch)
cotton balls
gauze bandages
thermometers
adhesive tape (one and two inch)
safety pins
Phisohex
alcohol (70-29) or rubbing alcohol
Merthiolate
small basin
Vaseline
ice bag
drinking glass
two warm blankets
triangle bandage
Epsom Salts
hot water bottle
linen (sheets and towels)
two pillows (optional)

B. Equipment (listed by priority)
one cot (two if possible)
medicine cabinet (with lock)
filing cabinet
treatment table
two or three chairs
scales
desk
Titmus (vision screening)
Audiometer (hearing screening)

AGENCIES FOR REFERRAL OF CHILDREN WITH HEALTH PROBLEMS

I. Vision

A. Local Lions Club

B. Title I (for Title I children)

C. Georgia Lions Lighthouse, Atlanta, Ga.

D. Visiting Teacher

E. Migrant worker (helps with migrant children)

F. Medicaid

II. Hearing

A. Help for crippled children through your local health department

B. Summer Otology Clinic — through your health department

C. Visiting Teacher

III. Dental Service

A. A bill has been passed allowing dental services under Medicaid. (Delta Dental Plan) up to 9 years.

B. Visiting Teacher

C. Migrant worker works with migrant children

IV. Other Problems

A. Crippled children through local health department

B. Medicaid

(Communities not having these agencies and services should make a concerted effort to find local agencies performing similar assistance.)

Health Information Card

GRADE: 1 2 3 4 5 6 7 8 9 10 11 12

TEACHER: _____

_____

_____

_____

_____

_____

_____

Name _____ _____ _____
Last First Middle

PLEASE PRINT OR TYPE AND ANSWER ALL ITEMS

Home Phone No. _____

Business Phone No. _____

Address _____

Birthdate _____

Parent or Guardian _____

In an emergency when you cannot reach one of the parents, I authorize the school to take the child to:

_____ Phone No. _____
Physician's Name

_____ Phone No. _____
Dentist's Name

If the physician or dentist named above cannot be reached, please call an available licensed physican or dentist or take my child to the nearest Emergency First Aid Station by Ambulance if necessary. I realize that the school cannot assume responsibility for the payment of medical fees or expense incurred.

If my child has to be taken home because of a minor illness and I am not there or cannot

be reached, please call:

Relative's Name	Address	Phone No.

Friend's Name	Address	Phone No.

The school nurse or classroom teacher is authorized to administer first aid or temporary relief until proper medical attention can be obtained. Circle: Yes No

Physical Defects _____

Chronic Illness Known _____

Please sign below and return this card to the school.

Medicaid Number if you have one. _____ _____

Signature of Parent or Legal Guardian

If you live in country, tell how far, whose farm, etc. _____

_____

Health and Optimum Physical Education No. 6

HEALTH OBSERVATION

PART I

Name_____ Observer_____

School_____ Date_____

Grade In School_____ Age_____ Sex_____ Race_____

A. GENERAL APPEARANCE

_____ Underweight-Very Thin
_____ Overweight-Very Obese
_____ Appears Healthy and Alert
_____ Lethargic and Unresponsive
_____ Hyperactive
_____ Unkempt Look
_____ Other

A. COMMENTS

B. EYES

_____ Inflamed or Watery Eyes
_____ Sties or Crusted Lids
_____ Crossed Eyes
_____ Squinting
_____ Other

B. COMMENTS

C. EARS

_____ Discharge from Ears
_____ Lack of Cleanliness
_____ Other

C. COMMENTS

D. SKIN AND SCALP

_____ Rash on Face or Body
_____ Sores on Face or Body
_____ Numerous Pimples
_____ Excessively Dry Skin
_____ Excessively Oily Skin
_____ Nits on Hair
_____ Bald Spots Indicative of Ringworm on Scalp
_____ Other

D. COMMENTS

E. TEETH AND MOUTH

E. COMMENTS

_____ Irregular Teeth
_____ Stained Teeth
_____ Dry, Cracked Lips
_____ Pale or Blue Lips
_____ Inflamed or Bleeding Gums
_____ Gross Caries
_____ Seems Healthy and Clean
_____ Gum Boils
_____ Offensive Breath
_____ Teeth Dirty and Apparently Seldom Brushed
_____ Other

F. SPEECH

F. COMMENTS

_____ No Obvious Speech Problems
_____ Stutters
_____ Speech Hard to Understand
_____ Other

G. POSTURE AND COORDINATION

G. COMMENTS

_____ Seems Well Coordinated
_____ Poor Coordination
_____ Poor Posture
_____ Obvious Defect
_____ Other

H. BEHAVIOR DURING ASSESSMENT

H. COMMENTS

_____ Cooperative
_____ Afraid
_____ Nervous or Anxious
_____ Other

PART II

. HEIGHT_____ HEMOGLOBIN_____

WEIGHT_____ URINALYSIS_____

VISION SCREENING

RIGHT_____

LEFT_____

HEARING SCREENING

RIGHT_____

LEFT_____

INTESTINAL PARASITE TESTING_____

COMMENTS:

Health and Optimum Physical Education #11

PART III

1. How many hours do you sleep as a general rule each night? _____
2. What time is your regular bed-time? _____
3. Do you eat breakfast each day? _____
   If not, why? _____
   No food _____
   Mother won't fix it _____
   Not enough time _____
4. Do you take a bath each night? _____
5. How much time do you spend studying? _____
6. How often do you visit your dentist for a regular check-up? _____
7. How often do you visit your doctor for a check-up? _____
8. Do you often take medications such as aspirin, anacin, etc.? _____
9. What particular health condition such as a serious illness have you had in the past? _____
10. Has a member of your family had a serious illness? _____
    Specify _____

BEST COPY AVAILABLE

CHILD HEALTH RECORD

(This side to be filled in by parent before presentation to physician.)

School_____ Grade_____ Year_____ County_____

Name_____ Birth date_____ Age_____ Sex_____ Race_____

Address_____ Parent or Guardian_____ Phone_____

Religion_____

Number of adults 21 yrs. and older in the home_____; children_____ Diseases in the home at present or in past: (TB, mental illness, etc.)

_____

Past Illnesses

(Check—giving approximate dates.)

Frequent colds_____

Frequent sore throats_____

Sinusitis_____

Abscessed ears_____

Bronchitis_____

Asthma_____

Allergies_____

Serious ivy poisoning_____

Operations or serious injuries (specify)_____

_____

_____

Stomach upsets_____

Kidney trouble_____

Heart trouble_____

Rheumatic fever_____

Convulsions_____

Tuberculosis_____

Diabetes_____

Other (specify)_____

_____

_____

_____

Diseases

Date

Chicken pox_____

Measles (kind)_____

Mumps_____

Scarlet fever_____

Poliomyelitis_____

Whooping cough_____

Other illnesses or diseases or details of above_____

_____

Parent's Comments

Behavior_____

Fainting_____

Menstruation_____

Bed wetting_____

Other (specify)_____

GEORGIA DEPARTMENT OF PUBLIC HEALTH
Form HC 4 1, Revised 8-60

Physical Examination

(By Licensed M.D.)

BEST COPY AVAILABLE

Date of examination _____

Height _____ Weight _____

Musculoskeletal _____

Skin Scabies
Athlete's foot
Impetigo
Other

_____

Eyes _____ Vision: R 20/_____ L 20/_____

Ears _____ Hearing _____

Nose _____

Throat _____

Teeth _____

Heart _____

Lungs _____

Abdomen Genitalia
Hernia

_____

Urinalysis _____

Other lab tests _____

Immunizations

	Date primary series completed	Date of last booster
Diphtheria, Pertussis, Tetanus		
Poliomyelitis		
Smallpox		
Other (specify)		
Tuberculin test	_____ Date	_____ Result

Physician's Comments and Recommendations

This person is in satisfactory condition and may engage in all usual activities except as noted:

_____ M.D.

Address _____

_____

SCHOOL HEALTH RECORD

BEST COPY AVAILABLE

NAME _____ BIRTH DATE _____ SEX ____ RACE _____ RELIGION _____ FAMILY PHYSICIAN _____

PARENT OR GUARDIAN _____ ADDRESS _____ PHONE _____ OCCUPATION _____

PERSON TO NOTIFY OTHER THAN PARENT IN CASE OF EMERGENCY: _____ ADDRESS _____ PHONE _____

NUMBER OF ADULTS 21 YRS. AND OLDER IN THE HOME: _____ NUMBER OF CHILDREN IN HOME: _____

DISEASES IN THE HOME AT PRESENT OR IN PAST: (TB, MENTAL ILLNESS, ETC.) _____

GRADE IN SCHOOL THIS ILLNESS OR DISEASE WAS PRESENT. COMMENTS

MEDICAL HISTORY	1	2	3	4	5	6	7	8	9	10	11	12
FREQUENT COLDS												
FREQUENT SORE THROATS												
SINUSITIS												
ABSCESSED EARS												
BRONCHITIS												
ASTHMA												
ALLERGIES												
SERIOUS IVY POISONINGS												
STOMACH UPSETS												
KIDNEY TROUBLE												
HEART TROUBLE												
RHEUMATIC FEVER												
EPILEPSY												
TUBERCULOSIS												
DIABETES												
POLIOMYELITIS												
CHICKENPOX												
SCARLET FEVER												
MUMPS												
RUBELLA (GERMAN MEASLES)												
RUBEOLA (BIG MEASLES)												
SERIOUS INJURIES												
OTHERS (SPECIFY)												
DENTAL EXAM												
UPPER												
LOWER												
PHYSICIANS RECOMMENDATIONS												
RESTRICTED PHYS. ED												
NON-RESTRICED PHYS. ED.												
SPECIALIZED ACTIVITIES												

SCHOOL HEALTH RECORD

NAME _____

Height and Weight Record				Vision Test					Hearing Test				
Grade	Date	Ht	Wt	Date	Pass	Fail	Date Retested	Date Referral	Date	Pass	Fail	Date Retested	Date Referral
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

Immunity Status	Series Dates 1st	2nd	3rd	Booster Dates
Polio				
Measles				
DPT				
Rubella				
Others (specify)				

	1st Date	Results	2nd Date	Results	3rd Date	Results
TB Test						
Intradermal						
Chest X-ray						
IP Testing						
Others (specify)						
Comments						

Other Comments or Observations (date each entry)

BEST COPY AVAILABLE

This publication is a cooperative effort of Health and Optimum Physical Education, Title III, Elementary and Secondary Education and the Georgia Department of Education, Atlanta, Georgia 30334.

Jack P. Nix, State Superintendent of Schools